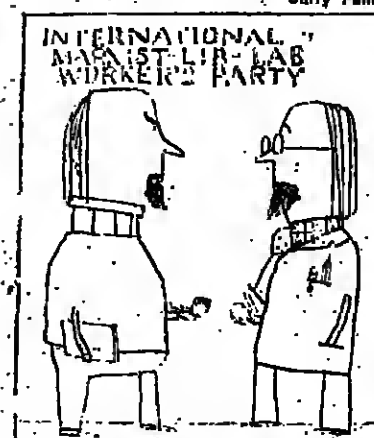


# THE TIMES

## Higher Education

### SUPPLEMENT

January 6, 1978 No 322 Price 20p



### All universities 'under Special Branch watch'

by Simon Midgley

Special Branch officers or their informants are collecting information on the political activities of students in every university in Britain, a Labour MP claimed this week. Such political surveillance could be the end of a free education, leading to increasing interference in other areas of academic life, he said.

These allegations by Mr Robin Cook, Labour MP for Edinburgh Central, follow an incident at Paisley College of Technology where a student was offered tax-free payments by a Special Branch officer to report on student political activities.

Two Scottish MPs have already expressed concern over the incident. The National Union of Students is to protest to the Home Secretary, and an executive committee of college governors was due to meet again yesterday to consider it.

The Special Branch approach was made on November 22 last, when Mr John Oswald, the college secretary, sent a note to a class lecturer asking that first year sociology student, Mr Robert McNeil, aged 20, should go to his office.

Mr Oswald's office was empty when Mr McNeil arrived and a member of staff directed him to another room where a local special branch officer was waiting for him.

In a statement issued two hours after the encounter, following consultations with some members of staff and the college's student association, Mr McNeil said he had been asked whether he was interested in helping the police "with secret and confidential information" on the political activities of students at the college.

He asked about my political allegiances and I refused to answer the question. I asked him why he wanted to know and what the purpose of his visit was. He wanted to know about political activity in Paisley College. I expressed surprise and told him that I thought that people's political activities were their own affairs.

He said he had told the college he had been sent from Edinburgh to interview me about an investigation of Edinburgh, but that I was not in trouble of any sort. He asked me again if I was interested and I said that I was not. He then said that the financial incentives would be tax free and said that I would not be seen personally and that any information I gave would be used in the most confidential manner.

### Universities strongly criticised for emphasis on research

The traditional place of research in education conference this week by higher education was damaging several Lord James of Rusholme and Dr areas of the system it was said in Patrick Nuttgens, director of Leeds speeches to the North of England Polytechnic. Judith Judd reports.

The universities' emphasis on research often endangers the quality of their teaching, Lord James of Rusholme told the conference. He believed that research was a fundamental activity of a university but too often candidates for teaching jobs were judged by their published work "and sometimes, one fears, by its quantity rather than its quality."

In his presidential address he said: "We must recognize that most university teachers do not, in fact, possess truly original minds and would do better reflecting on and interpreting what is already known rather than adding to the body of new facts."

The young teacher might feel that his teaching was less important than additions to the mass of published work.

Lord James spoke of two other dangers which he believed threatened universities. One was the demand for "relevance". The view that university curricula should be drastically revised to bring them into line with the needs of the real world would lead to an increase in purely vocational studies or courses saturated with political ideology.

Many studies apparently remote from the contemporary world brought students face to face with problems of human experience and helped them to think clearly.

The universities' idea of usefulness should not be the same as that held by society at large. "Their function is not simply to respond to social needs but to transfer them; not simply to give the community what it wants, but to indicate what it ought to want."

The third danger was brought about by financial stringency. Economics were now imperilling the morals and threatening the work of the universities. "It is not simply the scale of the economies that causes me concern but a certain gleam that I detect in some quarters when they are imposed."

The feeling went deep that universities had failed the nation and that they were full of ineffectual dons and revolting students. However, they were held in almost embarrassing regard abroad. Our educational system was almost the only industry which turned out its products more cheaply and more quickly and at least as effectively as any country in the world.

Earlier, he said the attempt to maintain the character of universities as we know them meant that it was imperative for other forms of higher education to be created. The polytechnics, the colleges of higher and further education, must break down the false equation between higher education and university education. The stronger the other colleges, the healthier universities would be since they would be freer from students who were not really committed to rigorous academic work.

### 'Break hold on system'

The traditional hold of the universities over education must be broken, Dr Patrick Nuttgens, director of Leeds Polytechnic, said. He called for a radical recasting of higher education which would bring universities under the same management system as other colleges and end their stranglehold on examinations.

The dominance of the university ethos had helped produce a system which elevated and rewarded those

who had least to contribute to society, he said. Universities had always put their emphasis on research rather than teaching, including literary research about matters so unimportant that no one was likely to want to do it again.

A small part of this research was of the utmost significance "but for the most part the material just poured in and out, weighing down the library floor, becoming sooner or later the stuff for more research."

This tradition still inspired most educational thinking. Underlying the Great Debate and the Government's Great Paper Education in Schools were the assumptions that the gifted would go to academic studies while the less gifted attended to the world of work.

Tinkering with and reorganizing the education system did not solve everything. "It merely enables academics and administrators to achieve their dream of sitting forever on committees, with the illusion of power and the reality of idleness."

By 1980 Britain should be producing twice as many graduates as there were jobs of the type which a graduate would now expect. Change was necessary and the universities were the key to any reform. What was needed was "one system of a managerial and administrative kind and the maximum variety of courses and teaching methods. There was also need for one system of pay and conditions of service to allow movement between institutions."

Regional advisory councils and the Inspectorate should be abolished unless universities were brought within the system. "It is perfectly absurd to go to meetings and fight with your friends about a piece of cake when a neighbouring university can eat it all up while you are quarrelling."

The status of universities was in many ways a disaster. "Behind the fog of verbiage about autonomy and academic freedom lay the reality of public finance and charitable endowment." However, this might be the kind of myth needed. Any revision of higher education must recognize the vital position of the universities and protect their values.

Lord James of Rusholme



### Welsh review teacher training battle

A new bid to give teacher training at the Polytechnic of Wales is to be launched by Mid Glamorgan County Council. The decision to try again follows the overturning of policy by Secretary of State for Scotland, Mr Bruce Millan, in allowing three Scottish colleges to retain teacher training places.

Mid Glamorgan is hoping that the transfer of power for higher and further education from the Department of Education and Science to the Welsh Office in April will provide the new opportunity for reconsideration.

The leader of Mid Glamorgan council, Mr Phillip Squire, said this week that their policy for cross board reductions to all Welsh colleges to avoid the axing of any one of them had been vindicated by the Scottish decision.

He said that Mid Glamorgan, the

polytechnic education department closed.

He emphasized that the college had developed a number of specialist courses that would be lost if it closed completely. There was a one-year diploma course in the teaching of handicapped children and courses to train teachers to teach in Welsh.

The reversal in Scotland follows political pressure including a resignation threat by an Under Secretary of State at the Scottish Office, Mr Harry Ewing, whose Strirling, Falkirk, and Grangemouth constituency contained one of the threatened colleges, Callendar Park.

Mid Glamorgan is hoping to bring equal political pressure on the Secretary of State for Wales, Mr John Morris, over its colleges. In Wales, the Government originally intended to close the teacher training departments of two col-

leges. But the Swansea college was saved after a lengthy campaign by West Glamorgan County Council.

The reprieve for the West Wales college was achieved by switching student places from the other Welsh colleges to make up numbers. This policy was originally pressed by the Welsh Joint Education Committee so that all the Welsh colleges could remain open.

This is the policy that the Secretary of State for Scotland has now accepted and it has brought new hope to Mid Glamorgan.

A member of the Welsh executive of the Association of Teachers in Further and Higher Education, Mr Leslie Rice, said they were concerned that the present mix of university and local authority controlled teacher training colleges in Wales was creating imbalance.

He pointed out that the much smaller Llandaff College of Educa-

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## Poly finance group says Oakes is superficial

by Simon Midgley

The Oakes committee, which has been reviewing the control of higher education in the public sector, has done little more than scratch the surface of the problem. This view was expressed recently by the Polytechnic Finance Officers' Group (PFOG) after the committee had recommended a new system of financing colleges and polytechnics.

Commenting on the suggestion that 35 per cent of the costs should be met by a new national council while 15 per cent should be paid by local authorities, PFOG says: "The only effect of the latest formula will ultimately be a limiting action on those polytechnics which can carry out a substantial amount of advanced work."

So far, it adds, the committee has done "little more than scratch the surface. It has examined only the superficial problems of distributing the cost."

The only mile of central recommendations would reduce the financial incentive of 15 per cent of expenditure being charged on the maintaining authorities. In many instances any such provision being locally will be less of a burden than the currently borne by the local resources."

One is tempted, PFOG says, to join those who are already asking

whether a change in the funding formula will really have any effect on financial control. There is nothing wrong with the present formula: there simply appears to be no management of it. The Oakes committee would probably serve some useful purpose if it simply created some form of criterion which would give the polytechnics and other large institutions the incentive to manage themselves. There is currently no incentive, only the "big stick" of the local education authority," PFOG says.

Perhaps the Oakes committee ought to be looking at expenditure controls. Should funds for higher education expenditure not be appropriated by some logical means based on objective factors?

Should it not then be the responsibility of each polytechnic to manage itself effectively within its individual allocation? Is it not due to the meddling by local government departments into their affairs that polytechnics have been unable to recruit administrative staff of sufficient high calibre to control expenditure effectively?

Referring to Middlesex Polytechnic, which has recently created the post of assistant director (finance), PFOG asks whether every institution spending more than £12 million per annum should not have a financial controller at directorate level.

## Vice-chancellors concerned about photocopy proposals

The Committee of Vice-Chancellors and Principals will oppose proposals to restrict photocopying made in the Whitford Report on Copyright.

Concern has been growing in universities about the recommendation in the report that the existing right to make single photocopies for research or private study under section 7 of the 1955 Copyright Act should be abolished.

The CVCP's latest newsletter says: "The Vice-Chancellors' Committee's own committee on libraries has taken the view that these changes would be generally inimical to the free communication and exchange of information and ideas on which scholarship rests and we will urge that the present latitude for single copying be retained."

The report recommends the introduction of a blanket licensing system for photocopying which would exact an annual fee for the owners of copyright.

The aim of the report which was published in March this year is to put copyright law on a simple,

uniform basis and to solve problems arising from the increasing use of copying facilities.

The report supported its recommendation for the abolition of the present freedom to photocopy on the grounds that library copying was affecting subscriptions to learned journals so that some of them were no longer viable. However, this contention has been challenged by universities.

The CVCP is submitting its views to the Department of Trade. It is also concerned about the cost of annual licence fees, the additional burden falling on university libraries because of more record keeping and the effect of the proposals on inter-library loans which rely heavily on photocopying.

Blanket licensing would also apply to audio and visual recording with a payment of levy on the sale of equipment.

The CVCP's committee on libraries felt the idea of a levy was fair but that the proposed licensing system would face the same difficulties as the proposal for printed material.

## UKCOSA fears on new scheme

A warning that the Government's introduction of high tuition fees will make it increasingly difficult for poorer overseas students, however well qualified, to study in Britain has been issued by the United Kingdom Council for Overseas Students Affairs.

At a meeting with Mrs Judith Hart, Minister for Overseas Development, just before Christmas the UKCOSA put a case for a new scheme of awards of a more flexible nature than the recently introduced fee support scheme.

The council says that government ministries, statutory professional and voluntary organizations should devise new arrangements which preserve the rights of receiving institutions and offer positive discrimination in the form of financial help to the poorer student.

This would, says the council in its latest newsletter, be a tremendous advance towards equity, justice and prudent planning of overseas student affairs.

The pitfalls, however, are considerable, not least the dangers of centralized, bi-partite, inter-government control. We must continue to press, and hope for, the closest and fullest consultation between government departments and outside bodies who have a direct interest and expertise in overseas students' affairs now before the final decision is taken, the newsletter warns.

## CNAA gets three new members

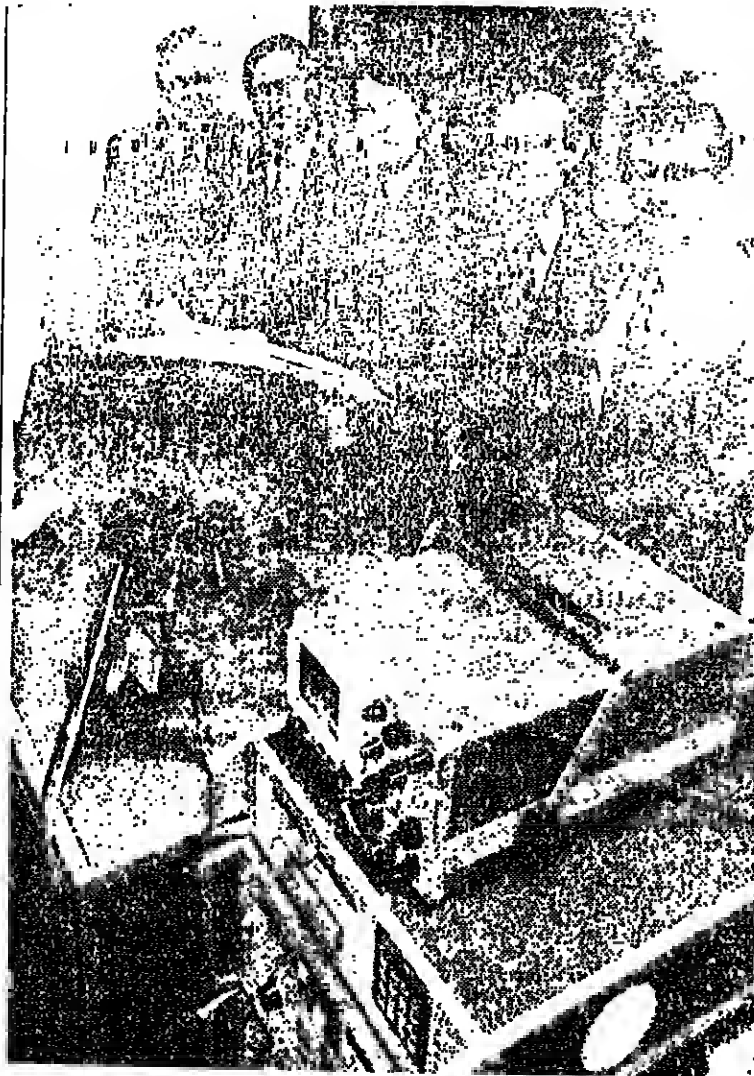
Three new members have been appointed to the Council for National Academic Awards by Mrs Shirley Williams, Secretary of State for Education and Science.

The new members are Mr S. F. Bolt, head of English and general studies at the Cambridgeshire College of Arts and Technology; Mr G. R. Hall, director of Brighton Polytechnic; and Lady Windlesham, who is Prudence Glynn, fashion editor of *The Times*.

They replace Dr G. S. Bosworth, who has resigned on retirement; Dr R. C. Murray, who has taken up a post as an officer of the CNAA; and Mr P. H. K. Henrich, whose term on the council has expired.

## School for safety

About 150 university safety representatives will attend a one-day school at Imperial College London on February 17. The school, which is being organized by the Association of University Teachers, will look at the problem of applying the new health and safety regulations in universities and how safety committees can be formed. Representatives of the Health and Safety Commission will take part in the conference.



The 1977 MacRobert Award, presented for innovation in engineering or physical technologies, has been won by a team who successfully developed the Malvern Correlator, a sophisticated electronic instrument used to measure the movement of particles or molecules in applications as diverse as air flow over an aircraft and blood flow in the retina of the eye. A gold medal and prize money totalling £25,000 was awarded to the researchers from the Royal Signals and Radar Establishment and Malvern Instrument, a British electronic optical company. They are (from left to right) Dr D. S. Frangill, Dr E. H. Pike, Mr R. Jones, Dr C. J. Oliver and Dr E. Jukevan.

## Fewer foreign books bought at Cambridge

Dons at Cambridge University are concerned about the decline in the number of foreign books being bought for the library.

The university library's annual report says that the "most significant and disturbing trend has been the decline in the number of foreign books of academic importance which it has been possible to purchase for the library's recurrent budget."

Of the 25,048 foreign books and pamphlets received five years ago, less than 19,455 were selected and bought for their academic importance.

In 1975-76 the 19,151 foreign books and pamphlets included only about 15,000 books chosen for their academic importance.

The report says: "This decline of about a quarter in the number of foreign academic books purchased is the result of the inflation of book prices and the inability of the university to increase the library's recurrent grant for books to a level which balances that inflation."

It adds that the situation worsened during this year because of the drop in the sterling exchange rate against the dollar from about \$2.40 in autumn, 1975 to just under \$1.80 in July 1976.

To avoid overspending, the library had to put severe limits on orders in spring 1976 until the beginning of the next financial year.

Even a supplementary grant of £5,000 for books made by the university's general board covered only a tiny part of the depreciation in the value of money.

In the circumstances it is not surprising that the number of recommendations for the purchase of books and other material which in 1974-75 had been 16,327 and in 1975-76 had been 16,388 dropped to 13,039.

Despite the fall in the number of foreign books bought, the total number of books and other materials donated to the library has not declined.

## BL to spend £40,000 on science study

by Patricia Santinelli

The British Library is to spend about £40,000 on the establishment of a committee to study the scientific information system of the United Kingdom.

Its creation is the result of work carried out by various review panels in different scientific disciplines, sponsored by the BL's research and development department since 1973. In 1976 this culminated in a proposal to set up a committee.

The committee is to be based at the Royal Society under the guidance of its Scientific Information Committee. The latter will be responsible for approving its work programme and channelling policy recommendations through the council of the scientific community in general.

The overall aims of the programme are to identify the main elements in the scientific information system such as authors of primary scientific communications, learned societies, libraries and research registers, data relations, these have with users, the function they perform and their part in making policy decisions.

It will also examine existing relations between different levels of the system and the manner in which important or suggested changes in one part of the system may have repercussions elsewhere.

Additionally the committee will consider the effects on user needs of possible changes in the direction of scientific effort and on user behaviour resulting from the development of computer-based services. Studies of the ways in which the system is funded and the existing problems in funding will also be undertaken.

On the basis of this it will make recommendations to the scientific community and various policy organizations for maintaining and improving the effectiveness of the system in the interest both of the scientific research and of the general welfare of society.

## College accepts offer of posts at Durham

by Judith Judd

The College of St Hild and St Bede, Durham, has accepted an offer of 40 posts in Durham University as a first step towards a merger between the two institutions.

In accepting the offer at an extraordinary meeting, the college governing body welcomed the fact that more posts could be found for college staff.

A resolution passed at the meeting went on: "The Governors are prepared to regard the offer as a first stage in the negotiations towards a merger between the college and the university and therefore wish the negotiations to proceed in order that maximum use may be made of the new opportunities created."

The college which is an Anglican foundation agreed reluctantly to the merger because of cuts in its income. It was told in June that it now has 700 to 800 students.

The university hopes to be able to put a comprehensive set of proposals to the college's governing body in the autumn and renege this in its annual report. Sir Dennis Christopher, vice-chancellor of Durham has said of the difficulties which must be tackled.

He says that the staff at the college have been employed under a contract which will only be about half what it was three years ago. They have also been employed on different terms from university staff.

A merger also involves the purchase of the college buildings. At present, the merger would mean that the college would be a university through its school of education and more than double the school's academic staff.

Sir Dennis says: "We have received an assurance from the University Grants Committee that the university will not be asked to finance as a result of the merger but to interpret the assurance in any precision in terms of the additional income required to meet the additional responsibilities is an easy."

On the academic implications of the merger, Sir Dennis said that with a smaller entry to teacher training, standards of admission would be expected to rise. There was no reason to think that this would be a disadvantage to the university students who would be equal to those admitted on other courses.

The school of education at Durham should aim to be one of the places from which the future leaders of the teaching profession will emerge.

## Workman finds 'lost treasure'

A treasure trove of illustrations from the 18th and 19th centuries, found by a workman at the University College of Wales, Aberystwyth, has been identified as a department of the college's lost treasure.

The college's annual report for 1975-76 recorded that a large collection of documents from books and periodicals had been purchased by the college in 1924. The collection, which was the work of the great periodical of English literature of the 18th and 19th centuries, was made by the college.

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## New Year Honours

## Leavis joins a great tradition

One of Britain's most famous critics, scholars and teachers, Dr F. R. Leavis, has been made a Companion of Honour in the New Year Honours for services to the study of English literature.

A founder and editor of *Scrutiny*, the famous quarterly literary review, he has taught at several British universities including Cambridge and York and has been widely honoured for his contribution to literary criticism. His work includes *The Great Tradition*, a study of four major novelists.

Professor Oliver Ross McGregor, Professor of Social Institutions at the University of London and head of the department of sociology at Bedford College since 1964, has been made a life peer. President of the National Council for One Parent Families, he is also joint director of the Research League Research Unit and chairman of the Royal Commission on the Press.

Mr Charles Carter, vice-chancellor of the University of Lancaster since 1961, Professor William Butterfield, regius professor of physics at the University of Cambridge, professorial fellow of Downing College, Cambridge, and chairman of the Medicines Commission since 1976, and Andrew Slonfield, director of the Royal Institute of International Affairs and a former chairman of the Social Science Research Council, are among those who have been made Knights Bachelor.

Baroness McGregor, Oliver Ross, professor of social institutions, London University.

Companions of Honour: Leavis, Frank Raymond, for services to the study of English literature.

Knights Bachelor: Bages, David Robert, FRSE, research professor of theoretical physics, Oxford University, Belfast; Butterfield, William John Hughes, regius professor of physics, Cambridge University; Carter, Charles Frederick, vice-chancellor, Lancaster University; Kingston, Henry Thomas, for services to Journalism; Slonfield, Andrew Akiba, director, Royal Institute of International Affairs; Slonfield, George, director, British Postgraduate Medical Federation; Slonfield, John Richard Nicholas, Leake professor of anatomy, Cambridge University; Symington, Professor Thomas, Intel director, Institute of Cancer Research.

Order of the Bath: Hamilton, James Arnot, Permanent Secretary of State, Department of Education and Science.

CB: J. D. Brierley, Under-Secretary, Department of Education and Science.

NAS/UWT conference: Important thing is learning how to live

The thinking behind the Great Debate on education was questioned by Professor Ted Stoller and Dr Ford University who told the conference that the primary function of education should not be to teach a student how to make a living but how to live.

As Western countries moved more and more into the automated age, fewer workers would be needed and unemployment would rise on rising, he said. This did not mean Britain would become poorer because it was a myth that wealth was only created by expanding manufacturing industry. "Knowledge creates wealth as well," he said.

Much of Britain's wealth depended on the knowledge-based industries such as pharmaceuticals. "Who paid for the students now working for ICI to get their PhDs?" he asked. "Who paid for all that knowledge in the schools and the chemical processes and translate that into new products? Not ICI."

Britain's future as a wealth-producing nation lay in selling its knowledge and information skills. It could also develop new industries.

"What is shaping up is a modern, highly automated productive system which produces as much wealth using only 10 per cent of the labour force as it did in the past. This leaves 90 per cent to do what human beings really like best, which is to take care of one another in education, health and social services."

Professor Whitfield was not opposed to the principle of education college closures but in the way in which the policy was being implemented. Referring to the



F. R. Leavis, top, and Professor Oliver Ross receive knighthoods

British Empire Medal: United Kingdom

L. C. Lusted, college superintendent, Goldsmiths' College, London; Mrs M. Ward, senior manager, Department of Education and Science.

Overseas list: CBE: L. C. Lusted, college superintendent, Goldsmiths' College, London; Mrs M. Ward, senior manager, Department of Education and Science.

DBE: R. C. Cobb, professor of modern history, Oxford; S. Cohen, professor of chemical pathology, Guy's Hospital Medical School; P. V. Cooke, county education officer, Lincolnshire; W. Davey, president, Gurnaville Polytechnic; Professor W. E. J. Jarvis, lately professor of electrical engineering, Edinburgh University; Professor D. Flinck, FRSE, director, unit of statistics, Agriculture Research Council; E. M. Poole, charitable services in medical and scientific research; P. S. Kenny, chief scientific officer, Department of Environment; Professor K. D. Lusted, lately professor of dental studies, King's College Hospital Dental School; Professor E. M. McGee, dean of faculty of medicine, Glasgow University; W. A. McNell, chairman of governors, Ulster College; Professor D. C. Pack, services to education in Scotland; W. L. L. Ross, professor of psychiatry, St Bartholomew's Hospital Medical College; Professor N. F. Robertson, principal, East of Scotland University of Agriculture; J. A. Springall, chief education officer, Essex; L. E. Waddilove, director, Joseph Rowntree Charitable Trust; Professor R. W. Merton, professor of astronomy, London University.

Commonwealth of Australia list: CBE: Professor P. T. Fluk, professor of mechanical engineering, University of New South Wales; Professor G. Launce, professor of neurology, University of New South Wales; Professor M. R. Lusted, professor of chemistry, University of New South Wales; Dr A. L. G. Rees, for services to science and chemical physics; Dr R. K. Worner, services in science and technology of energy.

DBE: D. H. Harper, emeritus professor of history, University of Melbourne

## Governors praise 'weak' principal

by Maggie Richards

Retiring governors of Pirelli College at Birmingham have paid tribute to the principal Mr Tony Corfield, and criticised the "unjust appraisal of his character" by a Government committee of inquiry which recommended his dismissal.

The committee of inquiry was set up in October 1975, following student unrest at the college, Pirelli, and which education college, was closed after students refused to re-enter Mr Corfield as principal, and introduced their own education programme.

"The committee's report labelled Mr Corfield a weak man who was 'wrong for the job'. The principal and others were blamed for most of the problems in the college."

The report called for the dismissal of the principal and staff, and added: "If any one of the team created the officer (examinations), Institute of Civil Engineers; Miss J. Pearson, appointments officer, Technical Education and Science; P. A. R. Kelly, lately principal lecturer, Leicester Polytechnic; P. C. C. Truitt, principal of adult education, Birmingham."

A new governing body has now been established, and there are hopes that the college may be reopened later this year.

Since the inquiry Mr Corfield has remained at Pirelli as a teacher of the college, but last month he announced that he did not intend to re-apply for the post of principal.

In their statement, the retiring governors say: "We have no wish to reopen any of the issues which so hampered Pirelli College during the dispute which broke out in 1975. We feel, nevertheless, a moral duty to the principal Mr Corfield, to put right what we believe in, in a just and impartial appraisal of his character made by the committee of inquiry which looked into the dispute."

The statement adds: "He was criticised for lack of positive action during the dispute, but throughout the whole of this period, Mr Corfield's attitude towards the governing body of the college, and Mr Corfield acted with firm directions."

Since the dispute Mr Corfield has worked even more closely with the governors, it says.

"During the last two difficult and demanding years he has shown that he is capable of resolute and resourceful executive action."

"During the dispute the principal faced a vituperative and malicious campaign against his authority with ill-considered charges. Since then, he has promoted and maintained a highly successful educational programme of day-release courses for students, keeping the college afloat in use and its administrative and domestic staff employed."

"His role in helping to negotiate the plan for the new Pirelli has required the ability to win people's confidence and trust, and to convey a vision of the future."

Commenting on Mr Corfield's personality, the governors say: "We have had to work with him under circumstances of the most intense strain and frustration, which have seriously tested his capacity as a teacher and as a manager."

"We wish to give testimony to Mr Corfield's unstinting courtesy and consideration for others throughout this period."

"In the last two years, by his calmness and good humour, he has provided an example which has kept up the morale and loyalty of the staff in an environment of uncertainty and confrontation which could easily have demoralized them."

"In conclusion, we believe that it would have been almost impossible to have kept the college open as an educational establishment after the dispute without Mr Corfield's services."

The statement is signed by Mr Christopher Culbourn, chairman of the governing body.

During the Government inquiry there was particular criticism of Mr Corfield's handling of a row over the right of students to administer capitation fees paid by their local education authorities.

Cambridge buys Osea island

Cambridge University has bought Osea, a 325-acre island in the Blackwater estuary, Malden, Essex, as an investment. The asking price was in the region of £500,000, but the actual amount paid has not been disclosed.

## Tories back secondment of teachers

by Simon Midgley

School staffing levels should be kept stable in order to permit teachers to gain industrial experience. The suggestion that teacher numbers should be pegged at a point which would allow secondment to industry for a term at a time was due to be made in a speech by Mr William Van Straubenzee, MP, on Wednesday.

In a prepared address to the National Union of Teachers National Education Conference in London he said that the government must much needed experience of life outside the classroom.

"So many teachers have spent their whole lives in education, going from school as a pupil to teacher training college, then on to school to teach. This has resulted in many not fully appreciating the importance of the wealth-producing sectors of our society."

Mr Van Straubenzee also said that a falling birth rate was a heaven-sent opportunity to improve the teacher-pupil ratio.

Although a greatly reduced annual intake of teachers and a universal reduction of teacher posts would bring greater stability to schools, there would be a much bigger need in future for more emphasis to be placed on in-service training to improve the quality of the profession.

He also said that non-graduate women teachers, who temporarily leave the profession to raise a family and unemployed non-graduate teachers may well find re-entry to the profession more difficult, if not impossible, in future.

This could be the consequence of the Secretary of State for Education and Science's announcement of her intention to discontinue non-graduate certificate of education courses after 1979 according to a report of the union's Advisory Committee for University Departments and Colleges of Education.

The report, due to be moved by Mr Frank Harris, lecturer in education at the University of York and vice-chairman of the committee, says that the problem of the non-graduate certificate teacher needs urgent consideration.

Although in-service one-year BEd degree "conversion" courses were available, these were usually restricted to serving teachers and would not help the unemployed or those who had temporarily left the profession.

"There should surely be a 'right by qualification' for such teachers to return to service courses as a means of up-lifting their initial qualifications," the report says. The advisory committee would have to examine these issues very carefully in the coming year.

The report also refers to the joint meeting between the National Association for Teachers in Further and Higher Education (NATFHE) and NUT education representatives earlier in the year as one of the "most useful moves in teacher education that we have seen for many years."

"The meeting, which discussed the unions' response to the Green Paper *Education in Schools*, could be the first of a regular series of joint meetings. Together we can be a formidable voice in teacher education and it is a voice which cannot and must not be silent in the critical years ahead," the report concludes.

## Mr Dodd appointed overseas adviser

Mr William Dodd has been appointed chief education adviser to the Ministry of Overseas Development. In place of Mr J. E. C. Thornton, who is retiring after seven years.

Mr Dodd, who is 54, was educated at City Grammar School, Chester and Christ's College, Cambridge. He has been a lecturer at the University of London Institute of Education, and joined the Ministry of Overseas Development in 1970.

## Dr Steven Lukes

Dr Steven Lukes is a fellow of Balliol College, Oxford, and not an academic at Kent University, as stated in *The Times*, December 23.



## ACADEMIC DEVELOPMENTS

## Actresses help teach reproductive medicine

by Fred Kuralier

The drama of medicine has been given new meaning at Edinburgh University medical school. Three actresses are being used as "simulated patients" to teach reproductive medicine.

Students use the three volunteers to learn about reproductive problems which sometimes occur with "communication blocks" when the patient is distressed, angry or aggressively withdrawn and silent.

In such instances the Edinburgh teachers who have designed the exercise want the students to demonstrate their competence on simulated patients before being let loose on real sufferers. Another advantage is that real clinical problems can be "created" to give students a wider range of experience than they would get using only real patients.

The actresses are each taught two complaints. They are given their details together with medical and social background and told to fill in any other details they think appropriate. Before they are released on the students they are tested by the teachers to ensure that their stories are both authentic and consistent with the supposed complaint.

Seven areas of reproductive medicine have been chosen to cover the range of problems which the students are likely to meet. They include problems of pregnancy, both wanted and unwanted, contrac-

ception, infective, menstrual disorders, and sexual problems.

The consultation between student and simulated patient is concerned entirely with the patient's history: physical examination is avoided. Clinical "surrogate" patients have been used for gynaecological examinations in North America, but in Edinburgh the primary concern is to develop skills of communication so it was decided to avoid physical examination.

After discussions with the students it was decided that the simulated patients would sometimes be used without the students' prior knowledge. Sometimes after interviewing patients, both real and simulated, the students discuss their experiences with each other and with the simulated patient. Some interviews are recorded on videotape for viewing and discussion afterwards.

The use of simulators has been so successful that the department of obstetrics and gynaecology has now started to train simulated couples to present problems of sub-fertility. Suitable men have been found among clergymen and social workers.

In response to criticism that the use of simulators is unethical the Edinburgh teachers, Professor M. G. Kerr, Dr A. A. Templeton and Dr J. Parboosigh, say (Medical Education, November 1977) that the method is not to mislead but to help and inform. They believe simulated patients are ethically preferable to the alternative of making unfair demands on hospital patients.

## Victoriana in Wales, and church history

Victorian studies with a Welsh emphasis is the theme of a new joint honours degree at Saint David's University College, Lampeter, University of Wales. The aim is to provide an interdisciplinary approach to the Victorian period similar to the medical studies and renaissance studies courses which have been introduced recently at other universities.

Students will be able to choose four options from a selection which includes: Victorian Wales, the Victorian overseas, Victorianism in Victorian society, the scramble for Africa, and the literature of doubt. Teaching will be by staff from the departments of English, Welsh, history, philosophy and theology.

Victorian studies can be combined with any other joint honours subject in the degree. The first two courses, the entry qualification is a part one pass in English, history, philosophy, theology, Welsh or Welsh studies.

Saint David's is also offering a new joint honours course in church history. It will be a part two course which will require a part one pass in both history and theology for entry. Students will choose four subjects from the eight being offered. These include papers on the history of thought in Christianity, the English reformation, Christianity in Europe, and religious life and thought in Britain since the industrial revolution.

Both the Victorian studies and church history joint honours degrees will be offered from October 1978. No additional members of staff have been appointed to teach either of the courses. Assessment in the courses will be based on examinations and course work.

## Maths degree may be uprated

The chance to convert an ordinary mathematics degree to an honours degree is being offered by the department of mathematics at the University of Dundee. The course, which began in October, 1975, is preparing to accept its second batch of entrants in October, 1978.

The conversion course lasts for three years. The first two years are part time. In the third year students attend normal classes of the mathematics undergraduate curriculum full time.

Successful candidates are awarded the honours BSc with Honours in mathematics. The course is open to applicants who have an ordinary degree including at least two consecutive courses in mathematics. It is intended primarily as a route to postgraduate study for other qualified applicants may apply. Applications should be submitted to Dr H. G. Anderson, Department of Mathematics, The University, Dundee DD1 4HN.

## Mobile library

## training scheme

The College of Librarianship Wales is going out of its way to improve training for librarians and library staff. Since 1976 the college has offered "on-site" courses in which college staff members run courses away from the college for public, academic and special libraries.

The object of the programme is to provide libraries with assistance in training by going out to libraries it is possible to reduce costs and therefore allow more library staff to take advantage of the training opportunities.

During the first year of operation 19 on-site courses were run for over 400 people. Most were in Wales but college staff have travelled to London and Ireland to provide courses. This year a course in Gateshead attracted staff from seven authorities in the area. The cost of the two-day course was a mere £2 a head.

A leaflet explaining the on-site course programme is available from the director of short courses, College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth, Dyfed SY23 3AS.

## Scottish graduates in 1977 fare poorly in the job market

by Simon Midgley

Scottish graduates who qualified as history, geography, modern studies and economics teachers in 1977, fared particularly badly in the job market. More than half of these graduates who trained in these subjects were still unemployed in October.

This is revealed in a survey by careers officers of Scottish universities and central institutions of 687 graduates who completed a teacher training course in seven Scottish universities and Paisley College of Technology.

It revealed that the number of unemployed in the primary teaching sector rose slightly, while that in the secondary sector rose more markedly. Although there was no increase at all among mathematics, physics, business studies and music teachers, the percentage of unemployed would be English, modern languages, chemistry and biology teachers rose sharply.

As many as 51 per cent of history, geography, modern studies and economics graduates would be teachers were still unemployed in October.

Of those who had been unable to find posts a significant percentage had temporarily given up the search

and had, personally, entered other vocational fields. Although only about half were still actively seeking teaching posts, only a very few indicated that they had abandoned all plans to become teachers.

The "success rate" in obtaining appointments in multi-secondary schools was highest in mathematics (93 per cent), chemistry (95 per cent) and physics (95 per cent). Among the least successful were candidates applying for posts in modern studies (45 per cent) and history (33 per cent).

Referring to the restricted entry to postgraduate teacher training courses during the 1976-77 session, the authors of the survey commented: "In view of the dramatic nature of the cuts that were imposed, it is disappointing to find that the level of 'unemployment' where it has moved at all, has gone upwards."

At the same time it needs to be emphasised that with the exception of teachers of history and modern studies the proportion of graduates successful in finding teaching appointments within three or four months of qualifying is always better than 60 per cent. Compared with some other occupational fields this is by no means a poor success rate."

## Leicester may spend reserves Grants failure causes strain

The financial prospects for the next five years are so bad that Leicester University may have to exhaust all its accumulated reserves, Professor Ralph Davis, its acting vice-chancellor, has claimed.

In the university's annual report for 1977-78 he says that faced with an expected 4 per cent cut in income for 1977-78 the university was forced to make economies last year both to make ends meet and help provide for "the dismal future".

The first decision which had to be taken was whether the necessary economies could be made without compulsory redundancies. Once it was decided that there would be no dismissals "the most stringent economies" were undertaken in 1976-77 to help pay for the expected deficit in future years.

Staff salaries, which make up three-quarters of expenditure, were contained by carefully reviewing every penny that arose through resignation, redundancy or death. Most were not ill-paid, although Professor Davis points out that this has placed an unequal burden on some departments.

Good news at Leicester has been the flow of its new medical school. Two new buildings, the medical sciences and clinical sciences buildings, proceeded more or less on schedule and the school enrolled its second intake of students in October, 1977.

Leicester's total student intake remained virtually unchanged for two years apart from an increase in medicine. The trend towards two-year part-time degree courses continued, but Professor Davis reports, the single-subject degree, "whose demise has often been predicted", is still flourishing.

Professor Davis's report ends with a tribute to Sir Fraser Noble, who left the vice-chancellorship at Leicester in 1976 to become principal of the University of Aberdeen. "He left behind him a university greatly enhanced in national standing, and confident in the strength it gained over Sir Fraser's fourteen years."

The failure of the quinquennial system of university grants has caused serious strain, Professor C. D. Sims, Sheffield's vice-chancellor has warned. He says in the university's 1976-77 annual report that the failure has made forward planning increasingly difficult and that research of national importance had been affected.

Echoing the sentiments of other vice-chancellors, Professor Sims maintains that Sheffield has been progressively squeezed by lack of money and changes in policies over which the university sector had no control.

"In the early years," he writes, "some accommodation to the difficulty was possible by staff reallocation but where universities were resource-rich there was little scope for further saving. The last round of cuts has, therefore, been a matter of extreme concern, particularly where any 'fat' had already been shed, as at Sheffield."

The pressure to increase student numbers in higher education has been detrimental to research, which was particularly worrying to Sheffield where much research had been particularly national role, for example, in glass technology, fuel technology and metallurgy.

Professor Sims is highly critical of the Government's "arbitrary and ill-conceived changing of the basic of student fees". The Government must decide, he writes, "whether it wants mediocre higher education or a retention of excellence. Some universities are already approaching the end of the bridge between the two and unless the Government acts with more understanding the nation will be the loser."

On student fees the report notes that the university is contributing to pursue its long-term policy aimed at abolishing tuition fees.

It concedes, however, that for other universities believe fees should be abolished.

## 80,000 take CNA courses

by Sue Reid

Student numbers on first degree courses validated by the Council for National Academic Awards rose to 80,000 in 1977, a substantial increase over the previous year, according to the latest statistics released by the Department of Education and Science.

The figures show that numbers on all advanced further education courses in polytechnics and colleges increased by 5 per cent last year, of which half was accounted for by the expansion on CNA first degree programmes.

The newly established Technician and Business Education Council courses showed, inevitably, the

most rapid growth, increasing their numbers by a third to nearly 18,000 in 1977. Enrolments on Higher National Diploma and university validated degree courses also rose by more than 1,000.

First-year enrolments on full time and sandwich courses went up by 3 per cent and by 2 per cent on part-time day courses. They rose by 2 per cent overall.

Across "all years" enrolments on full time and sandwich courses increased by 8 per cent and to part-time day courses by 3 per cent. However, there was a significant decline in the first year and overall enrolments to evening only courses which went down by 3 per cent and 1 per cent respectively.

## Unique home for British art

The new Yale Centre for British Art has rightly been called the finest collection of British paintings outside Britain—indeed, one of the finest anywhere. Housed in the splendid Louis Kahn building, in the centre of New Haven, the collection is the gift of Yale's munificent alumnus, Paul Mellon.

Since it opened to critical acclaim in April, the centre has attracted a large number of visitors, students, critics, researchers, historians and academics. This scholarly attention is welcome. From the outset the centre was designed to be more than just a home for the \$35m collection: it was to be the focal point for a whole range of British studies at Yale University. And to emphasise its academic role, the centre has now announced its first resident fellowship programme for the coming academic year.

The fellowship is open to senior scholars in the United States and abroad to study the centre's works of art and books and make use of its research facilities. Preference will be given to those interested in the history of British art, in particular in the area of painting, sculpture, architecture, decorative arts, and so on. And among the rare books there is a comprehensive record of British book illustration, life, culture and scenery and customs.

All this, the centre's director, Dr Edmund Hill, believes, offers invaluable source material for research not only in art, but in literature, history, philosophy and any field relating to Britain.

Is there no conflict between the centre's function as a museum and exhibition area and its role of sponsoring research? "The director thinks not," The Louis Kahn building, acclaimed for its use of oak panelling, its intimate atmosphere and stucco glass roof that allows daylight into much of the building without direct glare, is also remarkable for the amount of space it sets aside for scholarship: lecture halls within the building, symposium rooms, areas for conferences and large meetings, and a fully equipped laboratory for the preservation and restoration of the paintings and books. Scholars do not trip over visitors: curators do

nothing much that is scattered all over Britain and the rest of the world—and offices for visiting fellows.

At the same time the centre's London branch, the Paul Mellon Centre for Studies in British Art, is offering a fellowship for a Yale graduate studying British art, to travel in Britain and Europe for a year. A number of other smaller grants will also be available for shorter periods.

In many ways the value of the collection is enhanced by being the personal choice of one man. There is very little beyond the death of Thorne (though the centre does not confine its special exhibitions to academic interest in pre-18th art); there are particularly good collections of themes Mr Mellon likes—seascapes, horses and animals, architectural drawings, sporting prints, Rowlandson drawings (which have just been on special display), and so on. And among the rare books there is a comprehensive record of British book illustration, life, culture and scenery and customs.

Mr Mellon himself has definite likes and dislikes. In deference to these, the centre does not intend to devote its main galleries to modern British art. He is still collecting pictures, and passing them on to the centre. In return, the centre advises him what would be most valuable to the collection. But as Dr Hillbury says: "If he doesn't like something, he won't buy it. It's as simple as that."

## Loan defaulters face big crackdown

from David Walker

WASHINGTON

Student loan defaulters owe the United States government \$400m. Last month the Department of Health, Education and Welfare (HEW) announced it was reluctantly going to use strong-arm tactics to try to get the money back.

After a warning letter is sent out, private debt collection firms' agents will chase the defaulters, and if they incur by students in defaulting their education. The money was borrowed from banks and in some cases from universities under a scheme by which the federal government insured the debt.

The move by HEW's Office of Education is part of a crackdown of what one official called the "boiling frog" system of grants and loans to students, some paid directly, some channelled through the states and universities.

In fact, the outstanding loan debt is a fraction of 1 per cent of the annual cost of student financial assistance from the Office of Education.

Student grants are also available through the Veterans' Administration and the social security department, totalling several thousand million dollars a year.

The main programme of grants, however, has grown up along with HEW itself in the wake of the Great Society legislation inaugurated by President Johnson.

In keeping with the Great Society aim of aiding poor families, the basic grants scheme, which last year helped about 2.5 million students, is strictly means tested. Students from low-income families are eligible for a direct payment of \$1,400 or half the cost of attending the institution of their choice, whichever is the less. Last year nearly half the recipients of this grant came from minority ethnic groups.

The \$1,400 must be seen in the context of fees and maintenance costs. In an average university an

undergraduate on a four-year course will pay between \$2,500 and \$3,000 a year for tuition. Rent and food will be between \$1,500 and \$1,800 and books and equipment between \$400 and \$600.

An undergraduate student from a disadvantaged background might qualify for various additional grant and loan arrangements made by the Office of Education. It is a frequent complaint of both students and the financial affairs officers employed full-time by most colleges that the system has too many confusing overlaps and requires a bewildering array of claims forms to be filled in.

Under a supplemental grants programme a poor black student, say, who was qualified to attend one of the elite universities might add to the basic grant. Under another scheme a student who was forced to help support himself by taking a part-time job might be helped. These two schemes last year cost together about \$600m compared with \$1,500m for the basic grants.

Additionally, the Office of Education administers two loan schemes. The Basic Loan Scheme, which last year helped nearly 800,000 students, was started when American politicians panicked at the end of the fifties at the sight of the Soviet Sputnik. Called the National Defence Loan Programme it aimed to give loans to low and middle income families. The government loan scheme was started in 1968. It is this scheme which has caused the trouble.

The impact of such schemes is difficult to measure. Mr Peter Voigt, a senior official in the Bureau of Student Financial Assistance, emphasised that few students would be solely dependent on government funds.

Most would make up a "package", mixing their own money, money earned from part-time jobs, family contributions, scholarships, university aid and state and federal loans. Last year about 3m students out of 11m in some form of post-secondary education received central government help.

not many about academic intrusion into their preserve.

The centre has now begun a series of special exhibitions which are designed to focus attention on some aspect of its collection, or to bring to Yale works from other museums and collections.

As well as Rowlandson's cartoons, there have already been exhibitions of landscapes, and of Victorian toys and games. This month there will be an exhibition of still-life in British art—with the famous Stubbs's Zebra as a centrepiece—and in February 125 prints and drawings by Hackney will be on view. This will be the first display by a contemporary artist.

Such exhibitions are intended to keep as many works from the vast collection on display as possible, as well as stimulate research on the theme illustrated. Paul Mellon has set aside money to publish critical catalogues and research related to his collection. The centre is even encouraging graduate students to plan and organize their own exhibitions, using the centre's resources and galleries, and working out for themselves the problems of locating, arranging and presenting the paintings they want to include.

Although the Mellon collection is very much a collection of British art, the centre intends to get away from a strictly British framework by setting aside money to publish critical catalogues and research related to his collection. The centre is even encouraging graduate students to plan and organize their own exhibitions, using the centre's resources and galleries, and working out for themselves the problems of locating, arranging and presenting the paintings they want to include.

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## Government Statistical Service BASIC EDUCATION STATISTICS JANUARY 1978 for the United Kingdom



Number of pupils (thousands)

	1967	1974	1975
public sector schools	8,596.6	10,422.7	10,101.8
independent schools	184.3	134.2	134.7
total	8,780.9	10,556.9	10,236.5

Number of schools or departments			
public sector	34,590	35,232	35,207
independent	614	571	564
total	35,204	35,803	35,771

FURTHER EDUCATION (thousands)			
Number of students			
full-time and sandwich	2,504.4	3,777.0	4,414.5
part-time day	817.4	812.4	829.7
evening only	2,306.3	2,681.6	2,842.8
total	5,628.1	7,271.0	8,087.0

Qualifications obtained			
Advanced courses	6.5	7.8	12.5
Higher National Diploma	3.7	8.9	10.2
Higher National Certificate	1.5	14.4	14.9
Non-advanced courses			
Ordinary National Diploma/Certificate	29.2	28.8	31.0

TEACHERS (thousands)			
Full-time teachers in all grant aided schools and universities			
men	197.5	203.2	209.5
women	221.2	312.9	325.2

Part-time teachers in public sector schools			
men	4.8	6.6	4.2
women	30.4	50.0	42.4

Students on initial training courses			
men	31.9	36.0	33.9
women	81.3	90.1	85.2

UNIVERSITIES (thousands)			
Number of students			
undergraduate full-time	169.6	208.1	218.1
postgraduate full-time	26.6	48.6	50.5
total	196.2	256.7	268.6
of which from overseas	16.4	28.0	31.5

undergraduate part-time	4.6	3.4	3.8
postgraduate part-time	14.3	23.0	22.0
total	19.2	26.4	25.8

Full-time teaching staff			
men	25.8	32.1	32.2
women			

PARTICIPATION IN FULL-TIME EDUCATION			
as a percentage of age group			
age 2-4 school	9.59	19.37	20.87
18-17 school	24.47	34.66	37.00

16-17 non-advanced	5.53	7.83	9.28
18-20 school	1.91	2.25	2.31
18-20 non-advanced	1.76	2.89	3.23
18-20 higher education	8.23	10.53	10.50

students in higher education			
1000s	386.4	497.6	514.8

OPEN UNIVERSITY (thousands)			
Finally registered new students	•	11.3	14.8
Registered continuing students	•	31.3	34.5
STUDENT AWARDS (thousands)			

STUDENT AWARDS (thousands)			
New full-time awards made by:			
Local education authorities	90.1	109.7	115.8
Education Departments	10.4	14.6	10.7
Research Councils	4.3	8.7	6.8

EDUCATIONAL BUILDING			
Projects started in million of which schools	221.2	288.8	321.0
Completed	169.3	207.6	284.7
Now school places provided (000s)	169.8	302.0	324.0

primary	265.7	232.2	183.9
secondary	146.1	220.8	185.2

FINANCE (million)			
Education expenditure			
school: nursery	4.6	14.4	21.8
primary	438.0	1,041.8	1,377.8
secondary	614.4	1,222.0	1,715.7
special	28.3	119.7	184.6

Further and adult education			
training of teachers (full-time)	42.6	106.7	126.4
university	222.6	468.1	541.0
other education	62.8	156.8	211.8
total	1,536.3	3,699.9	4,619.8

FINANCED EXPENDITURE			
Total education	284.0	678.0	688.7
of which	1,820.3	4,244.6	5,607.5
current expenditure			
capital (from revenue & loans)	1,810.2	3,871.1	4,863.0
	310.1	673.5	644.5

## COURSES

## Summer Course in Soviet Union for British Teachers of Russian 1978

It is expected that a Summer course will be held for British teachers of Russian in early August for 1 month in Leningrad. Participants will contribute £125 towards the cost of the return fare. No charge for accommodation, tuition or subsistence.

Forms and further information: Teachers in Universities and Polytechnics in the United Kingdom and Wales and Northern Ireland: Scholarship Department, British Council, 10 Spring Gardens, London SW1A 2BN. Teachers in Schools and Further Education Institutions in England, Wales and Northern Ireland: Scholarship Department, British Council, 10 Spring Gardens, London SW1A 2BN. The Scottish Education Department, Room 4/41, New St. Andrews House, St. James Centre, Edinburgh EH1 35Y. Closing date for receipt of application 3 March, 1978.



## China

## 'Back to basics' trend grows

by John Gardner

The current university enrolment drive is unprecedented. It is officially estimated that over 10,000,000 people will be applying to enter university early this year. Entry must pass, as a minimum qualification, senior middle school graduation, up to 30 per cent of university places will be reserved for such applicants.

The emphasis on academic ability goes far beyond simply having attained senior middle school graduation, again in marked contrast to recent years, entrance examinations must also be passed. All candidates will be examined in Chinese language and mathematics. Those applying for arts subjects will also have examinations in history and geography.

After the Cultural Revolution a system was instituted whereby applicants were screened by their work units, which would veto those whose class background or 'political consciousness' was inappropriate.

Today, the units only carry out a preliminary screening to ensure that candidates satisfy the minimum criteria. Those who can are then given the entrance examination by the county authorities, and the examination itself is set at the provincial level.

The great majority of applicants this year will fall to obtain places, for China's tertiary sector is extremely small. In 1965 there were 695,000 students but the Cultural Revolution stressed 'universalization' of primary schooling at the expense of higher education and the

present university population is only 600,000.

This year it is planned to admit 300,000—figures an impressive jump in percentage terms, but a small one in view of the millions wanting admission.

Less than one in 30 will be successful and this average disguises the fact that China's 400 tertiary-level institutions vary enormously in facilities and prestige.

Only about 43 are, in fact, 'comprehensive universities', sizeable institutions offering a full range of courses. Most are relatively small and specialized scientific and technical institutes, medical schools, teacher training colleges and foreign language institutes.

On completion of their courses, university graduates will, for the most part, be assigned to jobs by the state. In the past many were simply sent back to their old communities, causing the Minister of Education in 1975 to remark acidly that there was little point in putting workers and peasants through university if they were simply to resume menial occupations thereafter.

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## Australia

## 'Voluntary membership' threat to union

from Robert Milliken

MELBOURNE

The state government of Western Australia has passed legislation to outlaw compulsory student unionism and to inhibit student money going to the national student body—the Australian Union of Students.

It is the first move by an Australian government to make student unionism voluntary, and could later be followed by some other states—notably Queensland—who are unhappy about the AUS's support of some left-wing political causes. The move has been attacked by both student and academic leaders alike.

For the AUS, the effects could be drastic. It has 250,000 members around Australia, whose affiliation fees in 1977 gave it a budget of A\$714,000 (£440,000). The loss of affiliation fees from West Australian universities and tertiary colleges would be more than A\$55,000 (£34,000).

The legislation states that membership of student guilds or unions shall not be compulsory, and that no academic rights or privileges shall be denied to students who choose not to be members. However, every student will still be required to pay a compulsory service fee to be collected by the university authorities.

In the past, this money has been passed on to the student unions for distribution as they see fit; but the legislation now decrees that the money shall be applied solely for the provision of student services 'or the development of cultural, social, sporting or recreational activities directly related to the university.'

West Australian conservative Liberal government's move follows its passing of 'right to work' legislation in 1976 which outlawed compulsory unionism in general; but it is also the culmination of that government's long dislike of the labour-based AUS and its political activities.

The socialist AUS has experienced possibly its greatest political crisis ever this year, with the moderate left leadership coming under the charge of violent attacks from both Marxist and right-wing student groups.

At times, the faction fighting erupted into violence which culminated in the seeking of the Minister of Education in 1975 to remark acidly that there was little point in putting workers and peasants through university if they were simply to resume menial occupations thereafter.

AUS was further rocked when its student travel company went into

temporary liquidation in after disclosing trading losses of more than A\$100,000 for the year. AUS travel has since been reorganised under a new management in which its financial records—Queensland Airways, Thai International, Australian Airlines—have been a moratorium on their debt for four years.

But the entire experience provided further ammunition for the AUS's right-wing critics, to unbury the union's financial mismanagement.

The state critics state that a proportion of the AUS's (3.6 per cent) has been used to campaign supporting political causes, such as the nationalisation of the oil industry and the outlawing of student strikes in Thailand.

However, the vice-chancellor of the University of Western Australia, Professor Alan Boyle, says that the government's move is a 'rather frightening prospect' for the university, by nature a state-endowed institution, in most of the Western democracies, future its basic structure is a growing number of university students who have difficulty finding the time to study.

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## Reinforce our two pillars of wisdom



Steven Muller

University education is significantly more than purely an economic goal, to be measured exclusively by the economic status of university graduates. In technical education, the aim is to produce a workforce, characterized by universal suffrage and extreme social independence—university education for an increasing number of the young is necessary to preserve a democratic society, as well as to ensure that the university is not a purely economic institution.

The university has long served only a privileged minority of society. The most evident sign of this is the fact that the university has long been a place where the affluent classes have been able to secure a better education than the rest of society. This is not a new phenomenon, but it is a fact that the university has long been a place where the affluent classes have been able to secure a better education than the rest of society.

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## Republic of Ireland

## Major inquiry begins into student place needs

from our correspondent

**DUBLIN** The Higher Education Authority (HEA) is undertaking a major review of the Republic's third-level student place requirements for the decade ahead. The review will run up to a year to complete and will set out strategies for future development and their cost implications.

The Authority, which is a statutory body, monitors growth in student numbers and recommends areas for state investment. This is the first time it has decided to carry out a large-scale review of future requirements.

In addition to a 10-year forecast, the HEA also hopes to do a further study on the country's third-level needs up to the end of the century. The preliminary HEA work has already come up with startling figures on student place requirements which will entail massive state spending.

At present, there are around 35,000 full-time students in 30 higher education colleges, and it would appear that the country is in for a period of rapid, if not explosive, growth.

Ireland has a smaller percentage of students in third-level colleges than most European countries, where between one fifth to one quarter of the relevant age group is in full-time study. Up to a few years ago, about one-tenth of the Irish age cohort was in full-time third-level education and this has only gone up slightly.

The main growth in Irish education at the moment is at the second level. From the 1973-74 academic year to 1975-76, enrolments in this area shot up from 241,675 to 270,956. As the population keeps rising and more go on to school after the compulsory period (six to 15 years of age), enrolments at the second level will continue to grow as will demand for places at third level.

## South Africa

## Science reputation 'remains high'

South Africa's scientists still enjoy a high reputation among their counterparts elsewhere, notwithstanding the controversy surrounding many of the country's policies, according to the South African Institute for Medical Research in Johannesburg.

In its annual report the institute points out that last year it was visited by a stream of leading scientists from Europe, America and Australia.

## West Germany

## Legal ruling clouds issue of 'parental aid' obligations

by Günther Klass

In a decision of June, 1977, the West German Federal Court decided that under certain circumstances the parents of a student are not required to make a parental contribution to the living expenses of their child, even though they have been assessed for one under grant legislation rules.

The case was brought by the Land government of Baden-Württemberg on behalf of the federal government. The government is required by law to advance to students the parental contribution which his or her parents refuse to pay until—after investigation of the individual case—the amount can be at least partially recovered from the parents. This is based on the basis of a court ruling.

Since there have been many such cases and regional courts have differed in their judgment the Federal Court's decision will clarify the situation.

The case in question concerned a student who after school had completed training for an executive grade Civil Service career but subsequently decided to read law at university.

Under the German Civil Code parents have a legal obligation to provide for the maintenance of a child during the appropriate period of his or her education and training for a job. Only if they are unable to do this will the government provide a grant.

The Federal Court ruled that in this instance the parents had properly discharged their duties by assisting their son during the first period of professional training. A further obligation would only arise if during this stage some previously undetected, particularly strong inclination and ability for a more academic education had emerged.

However, neither this nor any other special reason—for example, the need to change a career for health reasons—applied in this case. It therefore fell upon the government to help the student.

The judgment is of particular significance for those students who come to university via the 'second education route', that is, after professional training and completing a course at an advanced vocational college.

## New Zealand

## UGC to vet closely proposals for all new courses

from Lindsay Wright

**WELLINGTON** New course proposals from the universities and colleges will now undergo more exacting scrutiny by the University Grants Committee in an attempt, according to UGC chairman Dr Alan Johns, to ensure that the best use is made of resources in the system as a whole.

In letters to all vice-chancellors, Dr Johns said that the UGC had been considering the way in which the universities have been introducing academic development through widening existing courses, offering new courses at certificate, diploma, degree and postgraduate levels.

"All proposals received have been accompanied by the customary assurances that no certificates are required indicating that special grants will be needed to support them. But these assurances have been given at a time when the universities are finding their resources restricted by rising prices and the UGC has before it applications for increases in the block grants for the remaining two years of the current financial quadrennium."

"While it may well be that individual courses do not require special funding, it is hard to become the numerous proposals in the past which have required considerable extra expenditure after the current approval of block grants expires in March, 1980."

Dr Johns claimed that the Curriculum Committee had received a number of proposals for courses which had been offered in the technical field, but which might have been offered by the UGC.

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## Appointments

**Universities**  
The Royal Society has appointed the following vice-presidents: Dr B. J. Cantow, Sir Harry Massey, Professor C. Phillips, Dr M. G. P. Stoker, Professor P. Allen, Dr G. D. H. Bell, Sir Angus Paton and Sir Peter Swinnerton-Dyer.

**Colleges**  
The following have been newly appointed to the Business Education Council: Mr F. J. Briggs, Norcross Ltd; Mr R. Frank, Charles Thimray Ltd; Mr R. Paul, Rank Xerox Ltd; Sir Peter Tennant, Barclays Bank International; and Mr D. P. Weatley, Teleram International.

**London College of Printing**  
Head of school of graphic reproduction: Peter Payne.

## General

The Royal Society has appointed the following vice-presidents: Dr B. J. Cantow, Sir Harry Massey, Professor C. Phillips, Dr M. G. P. Stoker, Professor P. Allen, Dr G. D. H. Bell, Sir Angus Paton and Sir Peter Swinnerton-Dyer.

**Open University**  
programmes  
January 7 to 13  
Sunday January 8

**Recent publications**  
Audio-Visual Materials for Higher Education 1977 is the third edition of the British Universities Film Catalogue. It gives information on 700 titles not previously listed and certain categories of specialist medical material excluded from the second edition. Published by British Universities Film Council Ltd, Rowney House, 72 Dean Street, London W1V 6HB, £12.50.

**Fellowships**  
The following have been elected fellows: Professor Sir Roy Allen, emeritus professor of statistics; Margaret Cole, president of the Fulbright Society; Mr Anthony Lancelotti, former Governor of West Bengal; the Hon Mr Justice J. E. Isaac, deputy president, Australian Conciliation and Arbitration Commission; Professor Clark Kerr, chairman of the Carnegie Commission on Higher Education; Professor Sir R. G. W. Norrish, former director of the Royal Society; and Professor Sir R. G. W. Norrish, former director of the Royal Society.

**Leeds University**  
Plant Sciences—£17,234 from the ARC for an investigation into the importance of the plant hormone gibberellins in selected field crops and its effects under the direction of Dr R. G. W. Norrish, ARC Research Fellow, Grassland Research Institute for Grassland husbandry (R223) experiments under the direction of Professor H. W. Washburn.

**Leeds University**  
Transport studies—£15,970 from the SRC for a project on estimation of O-D matrices from traffic counts, under the direction of Professor A. D. Carr.

**Leeds University**  
Mechanical engineering—£14,899 over two years from the SRC for a project on fundamental studies of explosive and non-explosive failure of materials, under the direction of Dr D. D. Bradley.

**Leeds University**  
Electrical engineering—£67,641 from the SRC for a project on the design and development of a high speed digital computer, under the direction of Dr R. G. W. Norrish.

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by the young as the ultimate in rejection by established society. Such rejection embitters, it breeds anger, frustration and despair, and is likely to induce antisocial behaviour. It self-perpetuates and for the public good, society must seek to eliminate the cause of unemployment among the young.

I have myself long advocated a period of universal national service in public employment for all young people at least one major remedy. But whether that suggestion has merit or not, the vicious problem of unemployment cannot be relieved by restricting opportunity for university attendance.

First, the university has an indispensable role to play in the transmission of civilization and established knowledge, in addition to its more publicized tasks of training students for vocations and of fostering the advancement of knowledge.

University education is significantly more than purely an economic goal, to be measured exclusively by the economic status of university graduates. In technical education, the aim is to produce a workforce, characterized by universal suffrage and extreme social independence—university education for an increasing number of the young is necessary to preserve a democratic society, as well as to ensure that the university is not a purely economic institution.

The university has long served only a privileged minority of society. The most evident sign of this is the fact that the university has long been a place where the affluent classes have been able to secure a better education than the rest of society. This is not a new phenomenon, but it is a fact that the university has long been a place where the affluent classes have been able to secure a better education than the rest of society.

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There are three points, and most



## Small universities pushed aside

and motivation of the student, largely ignored or subordinate administrative convenience. Teachers tend to be appointed on criteria of professional questions, and there is an all-pervasive atmosphere of parasitism. The student, particularly, is narrow-minded, and what is considered to be "relevant" is considered to be "irrelevant" or "misleading."

"There is a lack of freedom, the concept of real student participation in any role either that of the active or the passive and slightly of the passive and slightly of the 'less educated' consumer is not really surprising that large numbers exercise their right to remain in the system, quickly from a situation which offers such a message."

If such students are forced to drop out they instinctively blame themselves, according to the report. "Most students and ex-students blame themselves for not 'finishing'."

"Must of the tutors were teachers with infant school experience, and most of the material was school-based. There were students reading lists of words aloud, and students copying pages out of infant school reading books."

Of the existing literacy provision in the adult education centres, the report says: "The particular needs

**The failure of literary provin-**  
**Manchester, from Manchester**  
**cation Offices, Crown Square,**

tion. If the present recession is

Few students at university, other than the language students, have the opportunity to intercolate a year or a term abroad and even if the department can be flexible, it is a sashiko the path for the student.

loads because of the large number of undergraduate courses offered and the absence of graduate studies which resulted in a shortage of research assistants and a lack of academic challenge.

Senior professors at such institutions tended to belong to the teaching-oriented tradition rather than the research tradition.

**Needs of Scholars at Small Universities** by the Consultative Group on the Needs of Scholars at Small Universities is available from The Canada Council, PO Box 104, Ottawa, Ontario, K1P 5V8 at \$2.50.

When cells were first looked at under electron microscopes new things appeared, among them Dr Hillman's three artefacts. Specimens for the electron microscope have

Dr. Hillman argues that whether the endoplasmic reticulum is a "net" or "flattened vesicles" it should sometimes appear in oblique

Dr Hillman says that publishers have admitted to him privately that his book would damage their lists, particularly if they publish what

Until the day when his views are accepted he is prepared to continue swimming against the stream.

Certainly some structural barriers

The author is registrar of the School of Oriental and African Studies, University of London.

By bringing together the views of 10 regions of England and Wales

and the colleges themselves, have established an insight into the character and needs of their

**Judith Ju**

The author is registrar of the School of Oriental and African Studies, University of London.

**Judith Judd**



# TV or not TV? that's the question

The Open University is scrutinised here.  
Top—Tim Robinson on broadcasting  
and, below, Beverley Shaw on staffing

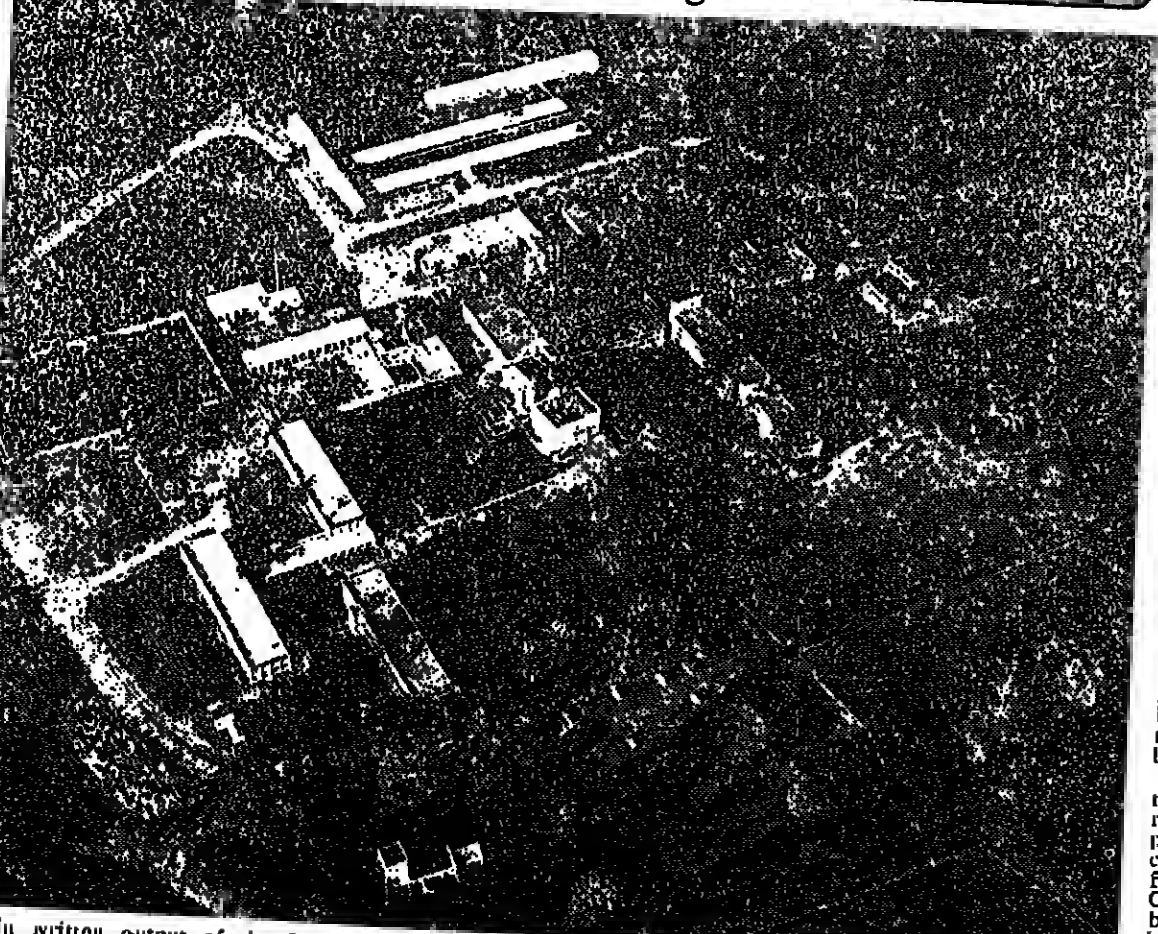


There is already a danger that the OU is becoming too much like a university. It is a danger which is being met by the OU's own efforts to ensure that it remains a unique institution. The OU is a unique institution because it is the only university in the world which is not based on a physical campus. It is a unique institution because it is the only university in the world which is not based on a physical campus. It is a unique institution because it is the only university in the world which is not based on a physical campus.

In many respects the main problem lies in the idealism on which the OU was founded. In the early days it was a dream of a new kind of university, one which would be open to all, one which would be based on the principles of democracy and equality. It was a dream of a new kind of university, one which would be open to all, one which would be based on the principles of democracy and equality.

With the OU this pressure is constant because the television programmes are produced by BBC professionals whose minds tend to be over-ideological. The OU's television programmes are produced by BBC professionals whose minds tend to be over-ideological. The OU's television programmes are produced by BBC professionals whose minds tend to be over-ideological.

And indeed we have plenty of evidence to show this is the case. Recently we have read about the OU's television programmes being produced by BBC professionals whose minds tend to be over-ideological. The OU's television programmes are produced by BBC professionals whose minds tend to be over-ideological.



main written output of the Open University, the course units, are more and more, what might be characterized as rules of presentation rather than rules of content. It is a seductive picture of what constitutes learning, and why knowledge has become so subordinated. There is an implication that with the correct presentation of all this knowledge, the student will be able to learn. It is a seductive picture of what constitutes learning, and why knowledge has become so subordinated.

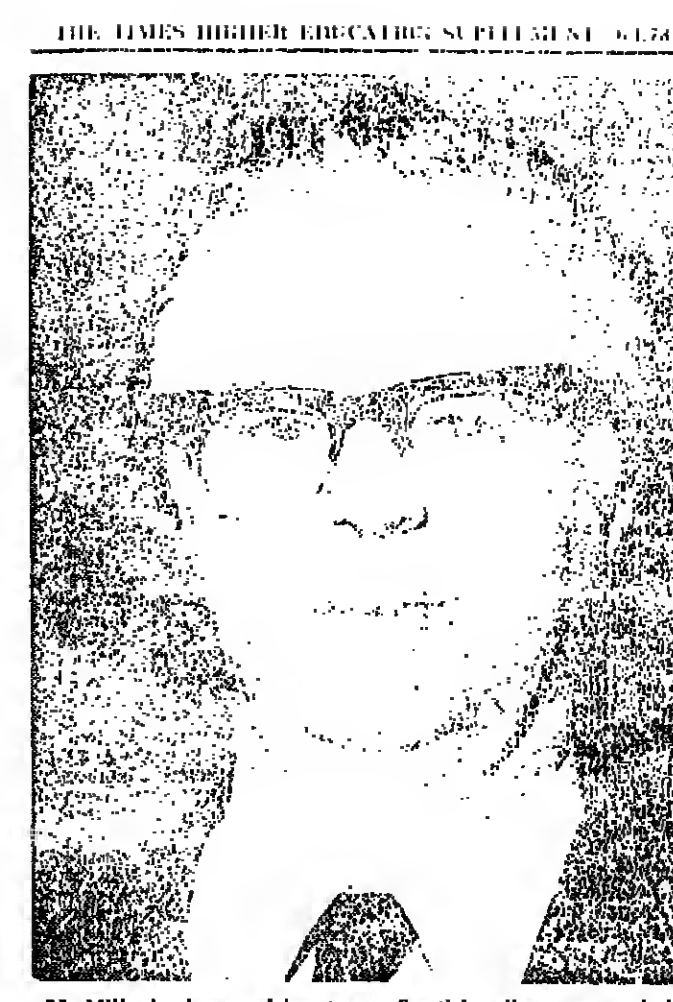
But in the Open University there is, so it seems to me, a tension. This tension is a tension between the idealism of the OU's founders and the reality of the OU's present situation. It is a tension between the idealism of the OU's founders and the reality of the OU's present situation. It is a tension between the idealism of the OU's founders and the reality of the OU's present situation.

a neuroticism about grades, a neuroticism about the way in which the OU is run, a neuroticism about the way in which the OU is run. It is a neuroticism about grades, a neuroticism about the way in which the OU is run, a neuroticism about the way in which the OU is run.

There is no reason why we should not have a television studio. There is no reason why we should not have a television studio. There is no reason why we should not have a television studio. There is no reason why we should not have a television studio.

I consider the greatest problem lies in the idealism on which the OU was founded. In the early days it was a dream of a new kind of university, one which would be open to all, one which would be based on the principles of democracy and equality. It was a dream of a new kind of university, one which would be open to all, one which would be based on the principles of democracy and equality.

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Mr. Millan's change of heart over Scottish colleges may only be delaying the evil day.

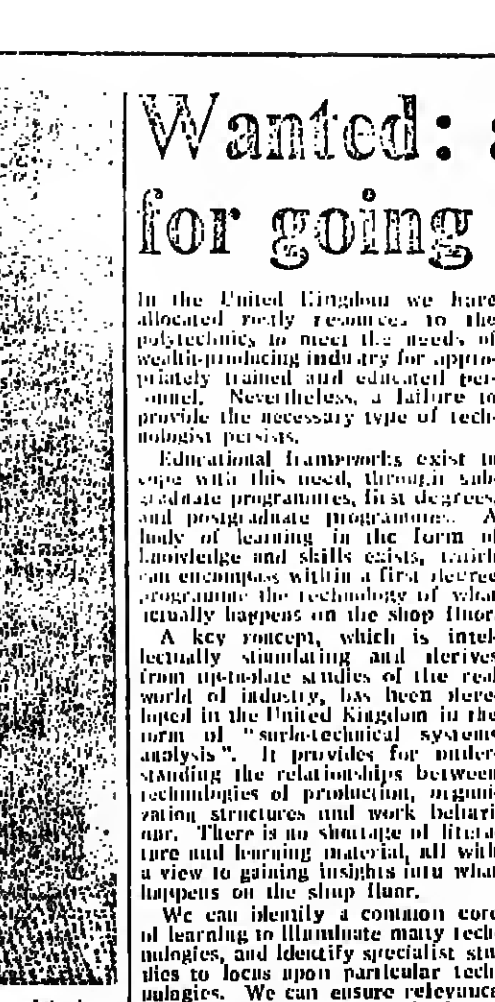
## Escape from frying pan may bring little relief

Mr. Bruce Millan, the Secretary of the Scottish Education Board, has every reason for feeling pleased with himself. In fact he has managed to escape from a rather messy frying pan into a fire which will prove extremely hot. Tertiary education in Scotland is in a state of chaos and the recent report of the three colleges of education threatened with closure or merger underlines the continuing ineptitude of the Scottish Education Board.

When last January the Government drew up its ill-conceived and hastily prepared document on the future of teacher training in Scotland, it failed to realize the future it would create. In the face of political pressure from all sides and a brilliant campaign by the colleges, Mr. Millan has now climbed down and the SED is left once again with eggs all over its face.

The secretary of state's decision to retain all 10 colleges of education is, by his own admission, a reluctant one since he is still claiming that his original proposals were the best solution. However, he has come under considerable criticism for a scheme, which to say the least, was downright misguided; therefore some change of plan was inevitable.

Mr. Millan's reluctant volte-face is bound to increase the growing clamour for a public enquiry into higher education in Scotland. Already Lord James Douglas Hamilton, MP, has called for this, and other politicians, both local and national, are likely to follow suit. Confronted with a rapidly diminishing school population it now seems likely that some of the Central Institutions and the Colleges of Education will merge.



Richard Lowndes argues that polytechnic graduates fail to meet shop-floor demands.

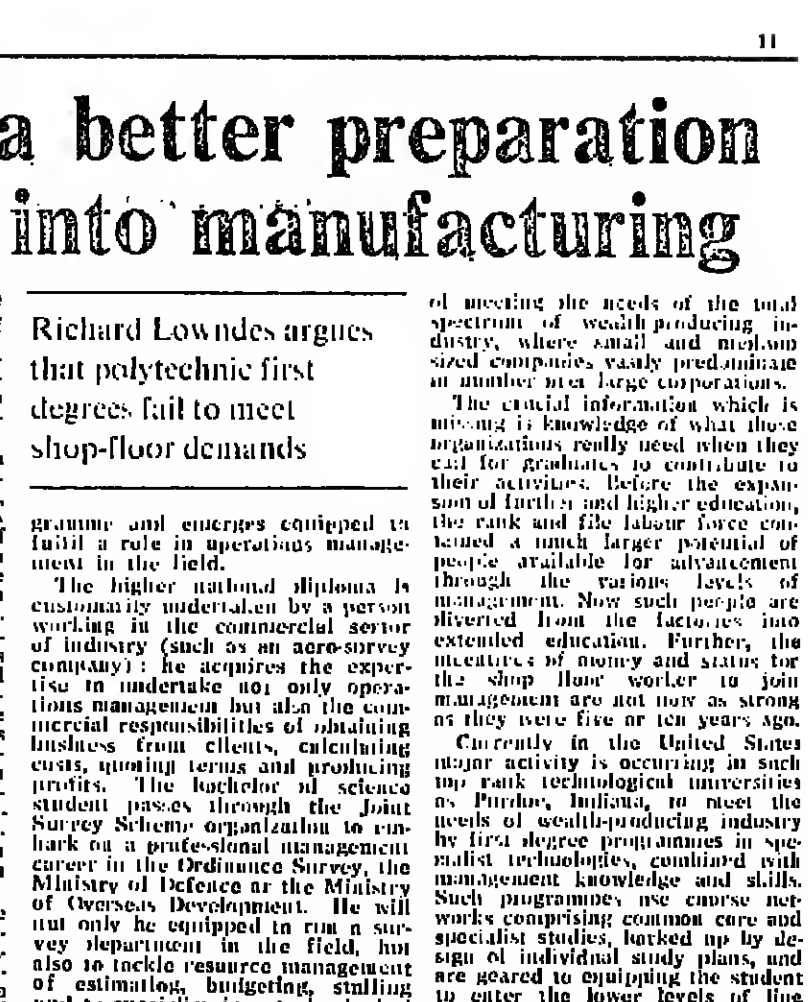
## Wanted: a better preparation for going into manufacturing

In the United Kingdom we have allocated nearly resources to the education of the young, but we have not allocated nearly resources to the education of the young. We have not allocated nearly resources to the education of the young. We have not allocated nearly resources to the education of the young.

Education in the United Kingdom is a complex system. It is a complex system. It is a complex system. It is a complex system. It is a complex system. It is a complex system. It is a complex system. It is a complex system.

Programmes can draw upon the particular mix of expertise in individual polytechnics and relate to the industrial needs of the communities in which they exist. Further, by an approach based on the provision of specialist studies and common core studies we can avoid the wasteful use of costly resources which results from the proliferation of separate programmes each existing in isolation from the others.

It is not possible to recruit in one programme high academic rigour with practical skills. It is not possible to recruit in one programme high academic rigour with practical skills. It is not possible to recruit in one programme high academic rigour with practical skills. It is not possible to recruit in one programme high academic rigour with practical skills.



The author is a senior councillor at the Open University in Scotland.

## No debarment on personal, political, or religious grounds

It was reported in the December issue of *Sage*, the magazine published by the Open University, for its staff and students, that the OU's Association of University Teachers had passed a resolution by a 2 to 1 majority, part of which read: "University teachers entering into a teaching or research post, or debarred from continuing in one, solely on the grounds of personal philosophy, political or religious belief."

This view is reinforced by an argument—also a part of the resolution—that "a healthy university system requires that its teaching and research reflect a plurality of intellectual positions and approaches." This could be further supported by reference to arguments with which readers of *Sage* are familiar. On Liberty will be suppressed or censored on the grounds of heretical or unorthodox opinion for the reasons that such views may be a threat to the stability of the state, or that they are a threat to the stability of the state.

will sharpen our perception and understanding of the truth. Nevertheless it might be asked whether a university teacher's freedom to express his views, however unorthodox, should be less than or more than that of the general citizen. This question will be pressed most closely in those areas of study where a teacher's personal views and his professional teaching overlap. This is obviously possible in the teaching of religion, politics, and the social sciences generally; but perhaps even more so in the teaching of history, where the teacher's personal views and his professional teaching overlap.

However, teachers on the whole will be chosen whose outlook and knowledge in the context of their discipline or "subject" is consistent with the prevailing view of knowledge in their discipline. For example, it is unlikely that a physicist would be a pre-Copernicanist, or that a biologist would be a creationist. It is such a way

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On his decision to print lists of leftist Professor Gould is more vulnerable to criticism. His purpose clearly was to warn and possibly to intimidate wherever difficult to escape the conclusion that both "the Gaudin boys" and the CAFD catars need each other a great deal more than the rest of us need either of them.

"The second condition, that the play should be encouraged both inside and outside Government, also seems to have slight chance of being fulfilled. The Government's "think tank," the Central Policy Review Staff, is still distrustful of Whitehall vs. spire—or perhaps because of the beech of new ideas it has brought to the Government's attention. What realistic hope can there be that an independent

difficult to escape the conclusion that both "the Golden Boys" and the CAFD catanics need each other a great deal more than the rest of us need either of them.

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for welfare projects, and in many other similar activities, your correspondent could have discerned a far from trite meaning to academic freedom here. We do as much as

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There are other cogent arguments; but what seems the essence. However, Sir Henry disdignifies the fear that operates within the labor market and those

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Fortunately, the study proves very little though this is unlikely to deter some of your readers. Attitudes at the beginning of a course are obviously important but what is equally relevant is how the students feel at the end. In my own department at Newcastle which has strong and thriving societies

making themselves more competitive for the training places that are available. Who will come forward and say that we do not need that kind of commitment?

Yours faithfully,  
ALAN R. KING,  
Department of sociology,  
Newcastle University.

are plenty of positive ways of creating genuine understanding between English and Spanish institutions of higher education.

Yours sincerely,  
**A. G. SHANNON,**  
Head, mathematics education  
The NSW Institute of Technology  
Waverley

\* *The Inequality of Pay* by Henry Phelps Brown; Oxford University Press, £7.95.

others, inequality is "self-perpetuating hot man-made" (Galitharpe), and consequently, "... the existing order's most hallowed features are conventional in the strictest sense and thus subject to change originating from man's deliberate

their income spread) has remained remarkably constant over time. However, the overall conclusion is unequivocally in favour of the "specialty" side of the economist's view. Though market forces are

**H. A. Turner is Montague Burton Professor of Industrial Relations at Cambridge and a fellow of Churchill College.**

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## BOOKS

## A valuable perspective on a crucial era

Stability and Strife, England 1714-1760  
By W. A. Speck  
Edward Arnold, £9.95 and £3.50  
ISBN 0 7131 5974 X and 5975 8

A general history of England with volumes spanning about half a century, such as the series of which this work is a part, has clear advantages over the country-volume approach for the purposes of higher education, allowing for depth of treatment and considerable research detail in various fields. The nine possible drawbacks, happily not displayed in Dr Speck's volume, lie in the danger which the scholarly textbook shares with specialist works: enervatingly short periods, that of treating the subject with insufficient reference to earlier and later developments.

The task of giving due weight to residual elements of the past, and to elements of the future, for the future, is one of the most exacting and notoriously tricky that the historian has to face; so much so that some have virtually refused to recognize such a task as being part of a historian's duty, preferring the encapsulation "their period in the field of vision open

only to ever more powerful microscopes. Speck's anthology to the disease in which limited-period studies is subject is justified in his over-modest preface. This states that before he began the book his main foothold was in the years 1701-1715, the territory after the latter year was unfamiliar to him. He had, in fact, made a very considerable contribution to our knowledge of politics from 1701 to 1715 so that any unfamiliarity with the following period must have been relative and is now non-existent. The book is in fact an excellent survey of 1714-1760 which has the invaluable advantage of an author who knows what went before and how this affected men of Walpole's and the Pelhams' day whether they liked it, whether they admitted it (important for the historian who, after all, cannot cross-examine his witnesses), or not.

The book reflects a modern concern with a wide spectrum of society, including those elements of it who were outside the political class, and with the provinces as well as Westminster; and it pays more attention, as befits a northern author, to the north of England than many older works have done. Part one, comprising over half the book, is taken up with such matters

as social structure, social change, the churches, the economy and the making of the ruling class. "The Constitution" is the only chapter in this analytical part of the volume which deals with central government. In some of the sections on social developments, as when the thesis of a "rise of the aristocracy" in the eighteenth century is discussed—and questioned—Speck's views are both illuminating and original.

Part two gives a mainly chronological account of political and diplomatic history. The highly involved treaty negotiations of the George I-Oliver's diplomatic revolution, the gradual return to more normal international relationships, and the effects of both developments on British political history are skilfully presented. On the domestic side Speck is equally deft at handling the subtle relationships of Tory and Whig, court and country. His close knowledge of the "rage and nature of parties in Anne's reign allows him to avoid such traps as considering the post-1715 Tories to be mainly Jacobite or discussing independent country gentlemen as though they were impervious to party considerations. He shows that under Walpole the Tories were the barking of the country element, and as late as the Newcastle-Pitt

administration of 1757 he carefully distinguishes between Tories and country Whigs.

By 1760, with both Tories and Whigs supporting the government, Speck sees the overt division as largely obliterated, though "it still remained like a palimpsest behind the new political order". Had his book not been completed too soon to benefit from his reading Dr Linda Colley's Cambridge PhD dissertation on "The Tory Party, 1727-1760", he might have been even more impressed by the strength of party survival in 1760 after many decades of Whig schisms and Tory proscription. The easy revival of Whig opposition and ideology in the early years of George III's reign argues that the original writing on the palimpsest was clearly visible to contemporaries (as the "Up with Gladstone" down with Disraeli" even in the closing years of George III's reign).

Dr Speck misses nothing of importance from the voluminous secondary literature on this period, and his study of English wool prices (published in 1973 by the Economic History Society).

English wool was being shipped to the Netherlands soon after the Norman Conquest. Once the Flemings had acquired the skills necessary for turning fine English fleeces into cloths of the first quality, they became dangerously dependent on the continued flow of these imports, so that even before the close of the twelfth century it was becoming habitual for the rulers of England to make political use of this dependence. It was also practicable for English kings to raise money by selling the wool before it left the shores. Indeed, the precarious English customs system was largely generated by the pressure of monopoly to make what was a valuable commodity exportable in quantity; even the English parliament might be developed other than it did but the wool export trade.

Flemings were not the only foreigners in quest of English wool. Particularly, it may be, after reaping the moribund harvest of Italy through the Straits of Gibraltar c. 1300, there were Florentine, Venetian, Genoese and other merchants seeking it.

Philly from the fourteenth century onwards the wool trade largely canalized through the pulsary staple at Calais, now a market town, by the Company of Merchants of the Staple of England, a curious body that subsisted in various degrees of the convulsion of the English crown, the English wool trade, and their customer the Netherlands.

Shirley Lloyd has been the first to pass over the links between the wool trade and sheep farming and the shipping industry, and touches lightly on the well-documented fifteenth-century attempts by other lords to break the monopoly of the staple.

## Europe's earliest radicals

The Origins of European Dissent  
by R. L. Moore  
Allen Lane, £8.50  
ISBN 0 7139 0825 4

In 1975 Mr Moore published an admirable selection of translated texts, with commentary, on the birth of popular heresy in medieval Europe. Now he complements it with a study of the beginnings of European dissent.

His books are complementary, for heresy had its medieval definition, a dissenting opinion claiming a scriptural basis but opposed to the church's teaching, which was publicly proclaimed and obstinately defended. Dissent is, rather, an attitude which modern observers notice to establish authority; it marks the man who, like the Heretic of Lausanna whom St Bernard introduced in 1145, "would not bow his presumptuous neck to the yoke of human obedience". Almost 500 years later the Puritan Deane was made famous by Robert Browning's protestation that "the poorest here... hath a life to live as the greatest here". Moore shows how the habit of dissent as thus expressed had its European origin in Henry and his like.

There had been dissent and heresy before the late-eleventh-century papal reformers sought to

renew the Western Church, as there was to be in the half-century after their work. But outbreaks were sporadic, and the element of heresy was exaggerated by writers who—in intention, honestly enough—coloured it by their own learned preconceptions of what heresy must be; accordingly they tended to set a Monachist stamp upon it. Paradoxically, however, it was the papalist reformers themselves who gave dissent much of its impetus, as when they challenged the validity of the ministrations of unworthy clergy. In the short term they diverted the dissenting impulse into their own protest. But the dissenting concept that "the hungry sheep look up and are not fed" gradually redirected it against Rome and the official hierarchy, when it seemed that their patron saints were still Rufinus and Atilius (red gold and white silver). Dissent broke loose again, and made peculiarly its own the widespread aspiration for a return to the evangelical simplicity of the church's earliest days.

Moore carries conviction when he argues that, and no less in stating the corollary that dualist heresy developed slowly. There was no discernible Bogomil penetration of the West before the 1140s. It was in 1143 that Prior Eberwin of Siegfried marked the appearance of its missionaries by summoning St

Bernard to "catch us the little foxes that destroy the vines" (S of S 2:15). In 1163 Eckbert, a monk of Schonau, exposed the doctrinal system of the Rhineland Cathars with their organized church. But even their dualism was a modified one. Absolute dualism was first manifested in the Langue d'Oc, where Bogomil-influenced dualism may not have come at all until the 1160s, and its absolute form only c. 1174. It is a pity that Moore does not discuss so fully groups like the Waldensians and the Humiliati, who were strongly dissenting but also strenuous opponents of the Cathars. Like the parish life promoted at Liège in the 1160s by Lambert in Bugey, such groups showed remarkable similarities of type, devotion and aspiration to the post-Reformation dissenting tradition.

An always, dissent presents a conservative, as well as a radical, face. Perhaps, indeed, Moore plays down its radical elements unduly. An increasingly noteworthy characteristic of dissent was a refusal to take oaths, which were, after all, the very heart of medieval society; to refuse them was a conspicuous act of social dissociation.

But these are minor criticisms of an excellent survey marked by critical judgement and by common sense.

H. E. J. Cowdrey

## Fleeing the Flemings

The English Wool Trade in the Middle Ages  
by T. H. Lloyd  
Cambridge University Press, £11.50  
ISBN 0 521 21391 1

Wool was the earliest commodity to be exported in great bulk to this island, and the medieval English wool trade offers a large and attractive canvas to the historian. In its heyday, the annual English fleece was eagerly sought by continental markets from Bruges to Florence. A generation ago, however, the subject was studied exclusively by Professor Eileen Power whose premature death in 1942 left us with only one small, treasured volume of her Fleece, and some scattered essays. Dr Lloyd points out in his preface that a great deal has been published since then, but he also points out that he has already made a major contribution to our knowledge of the wool trade with his study of English wool prices (published in 1973 by the Economic History Society).

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## A lost culture

Welcome to Tears: The Tapestry of Central Brazil  
by Charles Wagley  
Oxford University Press, £8.50  
ISBN 0 19 502307 6

It is not a new story that American societies of the South American rain forest are fragile structures when faced with the onslaught of Western civilization. Fading in the background of other tropical forest peoples the Tapestry, a Tupian speaking people of Central Brazil, have existed throughout their history in a precarious state verging on physical and cultural extinction. It is about this disappearing process of decay that Professor Wagley writes in *Welcome to Tears*, his account of Tapestry society based on his observations of it over the past 30 years.

The true villain of this history is not the ivory or the soldier but the white man's disease, the once rampant and now tragically curbed hypodermic of malaria. In 1930 the 1,500 or so Tapestry still extant were distributed over five remote and traditionally organized villages. By 1939, at the time of Wagley's extended and first field work among these Amerindians, they had been reduced because of measles and communal epidemics to 189 in number, and by 1940 all Tapestry were united in one village. From 1947 to 1950 Tapestry society did not exist and the scattered within communities of Brazilian settlers. It was during this period of complete disintegration as a society that physical extinction for them was most imminent: the population shrank to 41 in number. But since then Tapestry have increased to 136 and for the past 20 years they have been residing together in the village which is close to Brazilian frontier settlements. Their modern problems, in the main apparently economic, are centred on coping with institutions of the Western world.

Although the Tapestry have for some time been the focus of physical extermination, they have lost in the process of cultural extinction. The success in showing more clearly than is normal that the Tapestry are a product of rapid population decline is equally rapid decline. Wagley had intended a study of acculturation which would normally entail an analysis of the selective process through which an indigenous culture becomes integrated into Western civilization. But there was no process of cultural acquisition to be observed; only cultural and physical loss. The Tapestry's story is a tragedy of the past and could no longer be supported. This Wagley is highly apologetic about his description of Tapestry culture and his lack of understanding of facts of collection and, considerably colder at the time of writing about them in the 1970s.

Wagley is also understandably angry about the dismal history he unfolds and outspoken in his condemnation of the future survival of Amerindians who have been Westernized. He places responsibility for their survival on the shoulders of the national governments involved and on those of anthropologists who have studied among these groups. He argues that the future survival of Amerindians who have been Westernized is a more pressing problem for national governments than that of the plight of millions of urban poor. The well-being of the native population is a more pressing problem for national governments than that of the plight of millions of urban poor. The well-being of the native population is a more pressing problem for national governments than that of the plight of millions of urban poor.

Joanna Overing Kaplan

## Population pressures

Population, Prosperity and Poverty: Rural Kono 1900 and 1970  
by Polly Hill  
Cambridge University Press, £8.50  
ISBN 0 521 21511 0

This companion volume to *Rural Kono: A Village and a Setting*, by Polly Hill, is a study of economic and social change in rural Kono, Sierra Leone. The main aim of the book is to compare and contrast conditions in Doraji, a densely populated farming area of dispersed settlement near Kono City, with Batagawa, the settlement studied in *Rural Kono*.

A second aim of the book is: "to place Doraji in historical perspective by examining socio-economic conditions in rural Kono generally in immediately pre-colonial and early colonial times."

As the title suggests, she shares centres on the links between prosperity, poverty and demographic factors. For this purpose an intensive field study of Doraji farms for the cure of the work and the basis for the analysis of the decline of this settlement from a one-time densely populated and prosperous agricultural area to its present overcrowded and impoverished condition. The survey provides much valuable information for those interested in Hausa studies but is also important for those working on rural studies in the developing world generally. For the latter chapter five is particularly important, containing a summary of the implications of population pressures on land.

In part, the survey is based on information provided by the people of Doraji and in some cases by elderly people whose memories go back to pre-colonial times. It is regrettable that there are a few places in the book where the personality and views of individuals are evident. One of the rare instances of "the people speaking"

is on page 134 where a farmer, referring to absentee landlords, is quoted as saying: "they can do anything because they are rich". The putative beneficiaries in appendix 30 are a substitute for the weaving of personal narratives in the general structure of the book. The weight provided by such views would have been put to the test by a more critical and statistical base which the author describes as "these extremely rough estimates" but which is nevertheless a brave attempt to quantify some of the important recent demographic trends.

While one must agree with the author that there is no longer a need to place a text on Hausaland with a pot of history, nevertheless, one expects a work of historical analysis to be organized on some form of time sequence. The difficulties of structure do not arise from the emphasis both on a historical perspective and a comparative socioeconomic study of two settlements. A minor criticism of the book is the constant use of abbreviations and acronyms which are listed for convenience on page XVIII. It may be necessary to use such abbreviations as PIR (Public Records Office, London) and NAK (National Archives, Kaduna) but it is difficult to see the justification for KCR (Kano Civil Settlement Zone) and KHS (Kano Hansa, the author's companion volume), DAT (Dutjo, Hausa for a middle aged man) and TSI (Tsoho, Hausa for an old man).

As the author points out, urban settlements in Hausaland account for a small proportion of the total population and yet the great Hausa cities have been the subject of most research activity. To some extent this book restores the balance of the picture from urban to rural issues and, criticism apart, is an important piece of research which provides other workers in the field with much valuable information.

J. C. Moughtin

## BOOKS

## Indigenous solutions

University Development in Africa: The Nigerian Experience  
by Vincent Chikwema  
Oxford University Press, £17.00  
ISBN 0 19 573234 4

The debate on the nature and role of universities in Africa has gone on since long before the advent of independence, and it undoubtedly will continue. This book on the subject makes a valuable and significant contribution to the debate. It is one of the best that has been published so far. Its author is a philosopher and Nigerian novelist who has spent nearly 15 years in university administration in Nigeria, first at the University of Ife, then at the University of Lagos, and then at the University of Nigeria, Nsukka, where he is now professor of philosophy and chairman of the faculty of education, all at the same time.

The underlying assumption of Mr Ike's book is that what African universities require are "indigenous solutions" designed and equipped to serve the needs of specific African societies. They do not require African, Russian, English or French universities located in Africa. He further believes that no university in tropical Africa has yet become a truly African university. In this view, though there are some progress in this direction, the answers to these questions are "fundamentally and inextricably intertwined with the social, political, cultural and economic conditions of that generation and society". This is an excellent book, well-written, balanced and very well informed. Although it is expensive, it is something to be desired. It will well repay reading by all those interested in the development of higher education in Africa.

P. C. C. Evans

## Eclipse of a kingdom

Church and Revolution in Rwanda  
by Ian Linden  
Manchester University Press, £9.95  
ISBN 0 8419 0305 0

In recent years the interest of historians has turned increasingly to the role of mission churches in the pre-colonial and colonial history of Africa. Ian Linden's book contributes notably to the studies published in the past few years.

It has great advantages in its author since it is concerned with disinterested Christians standing in clear relationship to each other, the kind of Rwanda kingdom, colonial government (first German, later Belgian) and Catholic mission, and by one society, the White Fathers, who dominated the field. The strength of the book may be the pleasure of reading it as a narrative comes from the fact that these relationships are kept constantly in focus as Linden takes the story from the pre-colonial emergence of the kingdom in the civil war of 1959-61, from which issued a bruised and yet still sporadically violent, independent state.

As the centre always is the kingdom: the king and the Tutsi governing class involved in a constant political game in which Hutu, making up more than 90 per cent of the population, are a subject people, clients in a parasitic relationship, press demands of tribute and service. The White Fathers came to this kingdom from Belgium, whose mission history is at once very different and yet in its political and religious wars evocative of Rwanda's.

Unlike the initial situation in Buganda, in Rwanda the White Fathers were kept at a distance. They upheld the authority of the Hutu who came to join them at the mission centres of theocratic parasitism. A Hutu church developed uncomfortably within the Tutsi state, whose power was consolidated by the use of the Hutu by the colonial government, but by the Hutu who came to join them at the mission centres of theocratic parasitism. A Hutu church developed uncomfortably within the Tutsi state, whose power was consolidated by the use of the Hutu by the colonial government, but by the Hutu who came to join them at the mission centres of theocratic parasitism.

education in the curriculum and proposals for its reform. Some are particularly related to the situation in Nigeria, like the sixth from a survey of the relationship between university and state, and the thorny problem of academic freedom in the developing country. All are discussed with conviction but with an admirable sense of objectivity.

It is deeply committed in its vision of what a Nigerian (or African) university ought to be like. It deplores the past and present dependence on foreign models, and particularly that of Britain on the one hand, and perhaps to a lesser extent, that of the United States on the other. It is the result of a long and arduous process of re-examination of post-colonial education and higher education in Nigeria, because of its suggestions that foreign models should be followed. It is deeply committed in its vision of what a Nigerian (or African) university ought to be like. It deplores the past and present dependence on foreign models, and particularly that of Britain on the one hand, and perhaps to a lesser extent, that of the United States on the other. It is the result of a long and arduous process of re-examination of post-colonial education and higher education in Nigeria, because of its suggestions that foreign models should be followed.

Each generation in every culture, he says, "no matter what its level of development or sophistication, faces the same fundamental questions" and the answers to these questions are "fundamentally and inextricably intertwined with the social, political, cultural and economic conditions of that generation and society". This is an excellent book, well-written, balanced and very well informed. Although it is expensive, it is something to be desired. It will well repay reading by all those interested in the development of higher education in Africa.

The Past and Future People: Tradition and Change in a New Guinea Island  
by Ronald McSwain  
Oxford University Press, £15.25  
ISBN 0 19 550521 2

This work, the product of nearly two years' fieldwork on Karkar Island, off the northern coast of Papua New Guinea, is a study of the many anthropologists have been asking of "savage" societies. Although not famous for any particular cult, Karkar, like many of the peoples of the Karkar Coast, has long been a source of information of the vast wealth reported to have been created by the "folk" which the "beliefs" are drawn from. It provides the rationale for the region, and the "beliefs" are drawn from the "folk" which the "beliefs" are drawn from. It provides the rationale for the region, and the "beliefs" are drawn from the "folk" which the "beliefs" are drawn from.

The author's approach is to bring us "the villagers' point of view", a worthy approach where the end result is hoped to be a better understanding of a people undergoing a period of rapid change. But the framework of the book is the social sciences, with a heavy reliance on the early part of the book giving way to separate chapters concerned with reactions to economic, political and educational development programmes. Implicit ethnocentrism pervades this approach as we are first told that "the village is a unit" and then that the villagers saw "the village" as a unit. The author's approach is to bring us "the villagers' point of view", a worthy approach where the end result is hoped to be a better understanding of a people undergoing a period of rapid change. But the framework of the book is the social sciences, with a heavy reliance on the early part of the book giving way to separate chapters concerned with reactions to economic, political and educational development programmes.

There is even so, a great deal in this book which will be of value to students of New Guinea, not least the detailed accounts of the minutiae of Australian development programmes. By careful selection the reader will be able to add to the stock of what is already known about this fascinating area of anthropological research, while taking satisfaction from the main, well-proven argument of the work that "the village is a unit" and then that the villagers saw "the village" as a unit. The author's approach is to bring us "the villagers' point of view", a worthy approach where the end result is hoped to be a better understanding of a people undergoing a period of rapid change. But the framework of the book is the social sciences, with a heavy reliance on the early part of the book giving way to separate chapters concerned with reactions to economic, political and educational development programmes.

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## IRELAND

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Malcolm Rol



## BOOKS

## Thou and they and the godlike I

Shakespeare's Dramatic Meditations:  
An Experiment in Criticism  
by Giorgio Melchiori  
Clarendon Press: Oxford University  
Press, £7.50  
ISBN 0 19 812073 7

Professor Melchiori's book, though asserting that it is a study not of the sonnets as a whole, but of four or five isolated "free out of the wood" only (numbers 91, 121, 20, 129 and 146), throws light on Shakespeare's dramatic art in its form of lyrical poetry as a whole. At the same time it is an experiment in criticism in that, from a mistrust in the validity of recent literary criticism and its practice, with its tendency to specialisation, it is a demonstration of how to combine philological, linguistic, semantic, structuralist, formal and historical methods of criticism.

The introductory first chapter advocates a methodical approach, permitting the converging use of a variety of hermeneutic methods. It warns against an overemphasis on structuralist interpretation and also against an overemphasis on content and context, whether historical or socio-economic. Against such one-sidedness Melchiori pro-

poses to use a number of converging critical approaches for a "analysis in depth" of the four sonnets.

For this purpose he avails himself of statistics based on material of Shakespeare's sonnets in comparison with four other sonnet groups: those of Sidney, Daniel, Drayton and Spenser. The frequency and use of pronouns serves Melchiori as a valuable criterion for the revealing preponderance of Shakespeare's use of the second person, "thou", against that of the third or first person by the other four "court" poets, as they try to establish their position in the elite world, while Shakespeare's position, as a playwright, deviates from that aristocratic norm. Melchiori, in using statistics, subtly channels the results of his findings with the help of historical and sociological considerations which "place" Shakespeare historically between a winning aristocracy and a waning bourgeoisie.

Chapter two analyses sonnet 91, investigating the poem metrically, logically, syntactically and semantically, revealing Shakespeare's technique of juxtaposition, by which the worlds of power or politics and of nature are shown to be reflecting one another ironically in a "mirror-structure". The poem is discussed in the context of Edward III, whose

subject, the abuse of power and corruption of morals, throws ironic light on the sonnet by means of metaphor. Melchiori uses this and other comparable works to demonstrate the pervasive irony in the poet dealing with power, while the sestet, after an open gap, brings the seemingly sober political statement by a sudden complete change of the lexical code and of the metaphorical system employed.

These findings regarding the changing codes are ingeniously represented graphically, as indeed all findings are. In tracing Shakespeare's strategy of dislocating meaning, reversing auditory contexts, playing lexical codes and semantic systems against each other Melchiori detects social and economic undertones marking the change of culture of Elizabethan England.

Sonnet 121 is not a love poem, according to Melchiori, but a "poem of a special kind". It rather explores, like Sonnet 94, a moral ambiguity in terms of general human behaviour. Proceeding from this time from the study of semantic values in that of logical and semantic values, Melchiori unfolds Shakespeare's dialectic of sonnets versus individual by isolating the two opposing semantic areas: one connected with being and I, the other with not-being and I, the other with not-being and I, the other with not-being and I.

Chapter three analyses sonnet 91, investigating the poem metrically, logically, syntactically and semantically, revealing Shakespeare's technique of juxtaposition, by which the worlds of power or politics and of nature are shown to be reflecting one another ironically in a "mirror-structure". The poem is discussed in the context of Edward III, whose

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Helmut Viebrock

## The play's still the thing

Aspects of Macbeth  
edited by Kenneth Muir and Philip Edwards  
Cambridge University Press, £6.50  
and £2.95  
ISBN 0 521 21500 and 29176 3

Aspects of Othello  
edited by Kenneth Muir and Philip Edwards  
Cambridge University Press, £6.50  
and £2.95  
ISBN 0 521 21499 8 and 29175 5

The economic situation is encouraging safe publishing: the established, the safe and the above all, the inexpensive to produce are beginning to dominate the lists. Cambridge University Press's latest contributions in this sphere—two anthologies reprinting the best essays from Shakespeare Survey on Macbeth and Othello—are redeemed by the high quality of the essays themselves. They are excellent of their kind.

Their kind, it must be added of once, is eminently British (even when their authors are not): sound,

scholarly and wholeheartedly enthusiastic. There is little interest in methodology and most of the essays are based squarely on the unspoken assumption that the task of the critic is to uncover Shakespeare's intentions.

The only concession to critical theory is the recognition running through both volumes that there is a contentious area between the critics but still giving trouble, between image-hunting (play-as-poem) and character-analysis (play-as-psychological-novel). Othello has been suffered marginally more from the extremes of either side, and here the essays are further complicated in that analysts of the hero's character are still divided between ancient (the noble half-wit school) and modern (champions of the self-dramatising paranoiac).

The central struggle continues in these anthologies. V. Y. Kankou (character) challenges Kenneth Muir (image and symbol) on *Macbeth*; S. L. Bethell proposes an interpretation of Othello's imagery. Albert Gopord of Othello's mind. But concessions are being made on

each side. Professor Muir sees imagery as constituting part of an address to the play as a whole, and Mikhail M. Morozov discusses character in *Othello* in terms of recurring images. Indeed, reconciliation is perhaps not out of the question. V. Y. Kankou's extremely persuasive essay on *Macbeth* demonstrates that plays differ from poems to the extent that it matters a great deal who uses which images. His interpretation, ostensibly a defence of the character approach, is in fact a defence of the image approach. It involves close analysis of the language of the play and fully respects the distinction between life and art. Above all, by examining what happens to Macbeth's state of mind during the course of the tragedy, it suggests a convincing case that a play is more than a series of poetically expressed moral judgments. The use of the word "experience" in place of "character" throughout this important analysis might have prevented further dispute.

The recognition, of broader dramatic values, and dramatic

necessities" as Helen Gardner puts it, seems to be a relatively recent phenomenon. In G. K. Hunter's analysis of twentieth-century accounts of *Macbeth* it is not until we reach Maynard Mack in 1960 that we are securely in a world where the play has become an event perceived in a theatre (play-as-drama), in which character and imagery work in conjunction with plot, theme and structure to generate the experience of the audience. Robert B. Heitman discusses our participation in Macbeth's tragedy, but otherwise the experience of the audience is mostly treated in these anthologies by the literary critics. Enjoyable, particularly Glynnie Wickham's relation of the porter scene to its medieval antecedents, and Barbara Hollander's C. de Moulton's extremely suggestive account of the parallels between *Othello* and the *commedia dell'arte*.

Finally, defying all categories, Nigel Alexander's refutation of Thomas Rymer's objections to *Othello* is a joy to read.

Catherine Belsey

## A great achievement of early English verse

The Alliterative Revival  
by Thorlac Turville-Petre  
D. S. Brewer, £7.50  
ISBN 0 85991 019 8

The naturalness of alliterative verse in English, its status as a more regularizing of habits deeply ingrained in the spoken language, must surely account for the generally high standard of accomplishment in Middle English alliterative verse. With the exception of Chaucer's work, nearly all the major English poetry of the later Middle Ages is alliterative, and there is perhaps no medieval alliterative poem of substantial length so competent as most of Lydgate's work.

Despite this, there has been no recent general study of the fourteenth-century revival—if, that is, what it was—of alliterative verse. Oxford's massive study, *Alliterative Poetry in Middle English*, valuable in its time, is now outdated historically, conceptually and critically, and for 40 years it has had no successor. Thorlac Turville-Petre's choice of subject for his first book is therefore welcome, and I read the book itself with keen interest throughout. I was left with several

pages of detailed notes, but without any very clear general impression. Within 150 pages, Turville-Petre brings together analyses of the general nature of alliterative metre and style, speculation about the setting of fourteenth-century alliterative poetry in both social and literary history, and critical discussions of a number of specific poems.

This multifarious material is somewhat awkwardly organized. Thus an important discussion of the English reasons for the absence of alliteration from the final stressed syllable of the line in both Old and Middle English, and the long opening chapter on "The Origins of the Alliterative Revival", rather than as part of the chapter on "Metre" and a critical account of Wither and Wither is found not alongside the three other late medieval poems discussed in chapter five, but at the very beginning of the opening chapter; and an excellent study of the important stylistic features of collection and syntactical from comes under the heading "Poetic Devices". Good reasons can be guessed for each such individual decision, but the overall effect is of muddled composition.

Of the separate plums entangled in the pudding, two of the most important concern the context of the revival. Turville-Petre argues that fourteenth-century alliterative verse

is not the descendant of an ancient oral tradition, but is essentially "new creation", perhaps of the 1340s. This view is buttressed in various parts of the book with analyses of the metrical nature of the line, studies of alliterative diction such as the various synonyms for "man", and suggestions of an early date for such incompetent works as Joseph of Arimathea. I do not think the long debate on the nature of the fourteenth-century revival or survival can be regarded as finally settled by his discussion, but his views are sensible and persuasive, and will certainly give the debate a new impetus by questioning all assumptions. Turville-Petre argues further that the patronage of alliterative poets was supplied by the country gentry rather than the nobility.

From a literary point of view, much of Turville-Petre's most valuable work lies in his analysis of alliterative metre and style. His comments on specific passages are often sensitive and revealing, and he is surely right to call for the abandonment of the term "formulaic" for alliterative verse which is largely not made up of fixed, prefabricated blocks of material, but has a close relationship with the spoken language of its time. On the other hand, his discussions of individual poems are

disappointing. Given the length of his book, he inevitably has to do a general discussion of nearly all the major alliterative poems. On *Purity*, he adds little to what has already been published; on *Pierce the Ploughman's Crede* he has some interesting remarks on the characterization of the narrator, but little else. His treatment of *The Wars of Alexander* is fuller, and includes a helpful comparison with the *Morte Arture*, which he sees as an ambitious failure, raising moral issues that it cannot settle.

But here and elsewhere he has little to say about what is surely one of the greatest achievements of alliterative verse: its ability, like blank verse, to build up paragraphs of varied shape and pace, on the basis of an energetic syntax which carries thought and narrative forward over many lines. The division of the narrative of *The Wars of Alexander* in 16-line sections, each further divided into four-line sentences, narrowly limits this achievement, and in my view at least makes this a lesser poem than, say, *The Destruction of Troy*. There remains much scope for further critical analysis of alliterative poems; but any critic attempting this will certainly find himself indebted to Turville-Petre's valuable survey.

A. C. Spearing

## Feeling true to form

Romanesque Art  
by Meyer Schapiro  
Clarendon Press, £20.00  
ISBN 0 7011 2239 0

In Meyer Schapiro's description, the twelfth century was a period of cultural mobility during which the forms of art underwent a rapid change. His own studies of Romanesque art belong to a rich context as the generations who work they describe; that is, medieval scholarship (particularly related to French sculpture) of the inter-war years.

This reprinting of Schapiro's papers shows clearly and interestingly how scholarly attitudes have changed: in the 1920s and 1930s it was a question of defining the very few buildings and monuments which were the past.

Romanesque. But such certainty was alloyed by lack of even basic information: there was the problem of chronology in a period which began with scanty remains of a political unity, usually backed by sanctuaries, frequently declined by and in the interests of the ruling class and often involving conflict with the dictates of morality. He proceeds to analyse law in terms of legal process, i.e. the resolution of a dispute, potential or actual, by means of a decision. Accordingly the essential feature of law is the existence of an appropriate legal process. The essential functions of this process are to institutionalize the law, to resolve disputes and to obtain decisions validated by the process with the specific object of highlighting further the established conflict.

In essence law is about order—that is, order society wants and gets from the institution of law. As for justice and liberty, these are only congruent with the law insofar as any particular society permits.

Violence is a necessary support to make law effective. That force which can control the force of others, or is the strongest force among those in conflict, determines what the law is, and hence what the law is outside the law and what inside. The fact that law's validity depends on force is masked by the interlinking in men's minds of law and justice. "Law" is appropriately respectable and clothed with authority.

Watson's analysis shows law as a weapon for those controlling the state, used most frequently to insist on the status quo, but sometimes to facilitate change, or to channel human behaviour by directing it along specified channels. Although law is instrumental it will not neces-

## BOOKS

## Laws for an ordered society

The Nature of Law  
by Alan Watson  
Edinburgh University Press, £3.75  
ISBN 0 85224 118 9  
The Politics of the Judiciary  
by J. A. G. Griffith  
Manchester University Press, £4.95  
ISBN 0 7196 0702 X and 0 7196 0703 1

The complementary excellences of these books are emphasized by each other's deficiencies. *The Politics of the Judiciary* is vivid, provocative, and alluring. Its legacy is an impression of a partisan English judiciary. In contrast *The Nature of Law* is erudite with comparative between legal systems ancient and modern, but its compressed argumentation sometimes makes it unreadable by anyone untrained in law and philosophy.

Professor Watson, in speculating about the nature of law, follows the tradition of political theory since Aristotle, etc. laws are the decisions of a political community, usually backed by sanctuaries, frequently declined by and in the interests of the ruling class and often involving conflict with the dictates of morality. He proceeds to analyse law in terms of legal process, i.e. the resolution of a dispute, potential or actual, by means of a decision. Accordingly the essential feature of law is the existence of an appropriate legal process. The essential functions of this process are to institutionalize the law, to resolve disputes and to obtain decisions validated by the process with the specific object of highlighting further the established conflict.

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sarily reflect prevailing material conditions, or the interests of society generally or even those of the ruling elite. This is because of the tendency to borrow legal rules from other societies, the homogeneity of legal rules, society's failure to perceive the effects of such law, and inertia. Legal systems settle down to a routine according to current legal norms and not to provide the best possible legal rule for the society. None the less, laws tend to move in line with the interests of the society as perceived by the interpreters of laws (judges) who tend to act on these perceptions.

In practice Professor Griffith builds on the same premises as Professor Watson. The two short sections of *The Politics of the Judiciary* explain that the principal function of the judiciary is to support the institutions of government as established by law. Griffith maintains that he is not setting up myths of judicial neutrality, of disengagement in politics and of the judges as a bulwark of individual liberty, and then knocking them down by showing the judges in any modern society as upholders of order, supporters of the status quo, protectors of the political system and of the status quo. However, his presentation, unless the reader is alerted by the title, is unimpressive, portraying English judges as coming from a narrow upper class, as elitist members of the establishment, as anti-workers, as anti-liberalism, as tolerant of racism, as upholders of the rights of property owners, as willing to use archaic legal weapons against the homeless, students and trade unions and as supporters of the Conservative Party.

The impression of a reactionary judiciary is reinforced by the title, which is a tendentious cover of the paperback. Furthermore, the courts are placed in a "No win" situation by Griffith. If the court releases dockers it is political; if it does not it is anti-liberalism. If it upholds the collective interest in public order by interpretations likely to result in conviction of offenders they disregard individual liberties; if they disregard individual liberties they are not upholding the collective interest in public order.

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C. D. Palley

## Avoiding the pitfalls of trial by ambush

Alibi  
by Richard Gooderson  
Heinemann Educational, £9.50  
ISBN 0 435 82357 4

This is a fascinating study, the first of its kind published in England. Gooderson's field of academic expertise, his judicial experience as a Recorder and his membership of the Justice Committee on Evidence, which reported on advance notice prior to the current legislation, renders him unquestionably an authority on omniscience in this field. The only other book devoting any serious attention to alibi before this was the publication by Wills on *Circumstantial Evidence* back in 1838, a book which is said to have rendered a disservice to the law of alibi by exaggerating its suspicious aspects and thereby retarding its development.

For years it was regarded as a rogue's charter, a disreputable well-worn defence put forward only by unworthy criminals. Although perhaps the commonest defence and possibly the easiest one to raise, it was not until 1967 that English law furnished any definition of alibi or made any attempt to curtail trial by ambush of the prosecution. (This marked the first inroad into the traditional criminal law privilege of the defendant to refrain from disclosing his defence until he had his evidence at his trial. It was also the first time that the discretion to exclude defence evidence had been made available to English judges, the criminal law jurisdiction

to exclude hitherto only applying to prosecution evidence.)

Almost 10 years have passed since the advent of the Criminal Justice Act, 1967. What is quite startling is the very great lack of case law even now on aspects of our alibi legislation. Gooderson draws very heavily on decisions of the United States courts to illustrate many of the troublesome features of this defence.

His analysis offers indications of how the system of advance notice is working in practice and the loopholes in the protection the legislation affords the prosecution. (Pre-trial notice is not required if the defendant simply says he was not there, nor if he wishes to give alibi evidence in respect of any prior or subsequent acts the prosecution alleges. Advance notice is required where the defendant intends to offer an alibi in cross-examination or where even a prosecution witness offers it in chief. Quite apart from that, notice is only required if alibi evidence is offered in rebuttal of the prosecution case as it was established before the examining magistrates.) Obviously it is important that both sides come to trial with clear evidence of the actual distance involved in the alibi, but nowhere in this study is it emphasized that the present notice procedure actually encourages unscrupulous prosecutors virtually to retine the offence at the trial, with the result that the alibi is notified as if it were a discredited or irrelevant.

The crucial scientific evidence in R v Latimore (1976) must surely fall into this category. At the trial, the prosecution evidence, both material and otherwise, put the death of Conlon at a period of time during which the defendant had an alibi, and yet when they came to trial, having given notice of their alibi, the prosecution material evidence was given in such a way that the time of death was allowed drastically to the grave disadvantage of those teenage defendants. It is very much regretted that Latimore was relegated to footnote mentions and not given the detailed treatment it warranted. Although the Fisher Report had not then been published, the report of the Court of Appeal's second look at that case was certainly available.

Identification evidence and its peripheral problems, not surprisingly, occupy a good deal of attention. In particular, there is a helpful analysis of that very difficult area, the admissibility of previous out of court identifications and the rules against prior consistent statements and retraction. General readers not so concerned with the technical aspects of identification and alibi evidence will be intrigued by those identification cases recently subjected to scrutiny by public outcry—Adolf Beck, Patrick Meehan, James Hanratty, Luke Douglas, and the case of a Lezlie Virag to name but a few.

A very considerable section is devoted to jurisdictions outside the United Kingdom, to Scotland where advance notice has operated for centuries, to the United States



George Morland, painted c.1785 by Thomas Rowlandson in pen and watercolour over pencil, from British Watercolours 1750-1850 by Andrew Wilton, published by Phaidon at £12.95.

## This week's reviewers

Stephen Chaplin is senior lecturer in the department of fine art at the University of York.

J. P. Conner is a fellow of Trinity College, Oxford.

Dr P. C. C. Evans was formerly senior lecturer in the department of education in developing countries, University of London Institute of Education.

Dr B. W. Hill is senior lecturer in English history at the University of East Anglia and author of *The Growth of Parliamentary Parties 1689-1742*.

J. C. Moughlin is professor of planning and director of the Institute of Planning Studies at Nottingham University.

C. D. Palley is professor of Law at the University of Kent and author of *The Constitutional History and Law of Southern Rhodesia*.

Keith Patching is a postgraduate student at the Institute of Social Anthropology, Oxford.

G. D. Ransmay is fellow and tutor in modern history at St Edmund Hall, Oxford. His publications include *The Wilshire Woollen Industry in the 16th and 17th centuries*.

Melcolm Ruel is lecturer in anthropology at Cambridge University, and author of *Leopards and Leaders*.

Jim Spruce is lecturer in law at the University of Bristol.

Jim Spruce



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## Universities

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Application Procedures. For further particulars and an application form, send a *postcard* with your name and address to the Tutors Office, (SS 2 1, P.O. Box 92, Milton Keynes MK7 8AU. All completed applications forms must reach the Open University by Monday, 6th February 1978.

### UNIVERSITY OF MELBOURNE

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### BELFAST

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#### Amidala, New South Wales

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At present undergraduate teaching in the Department of Animal Science involves two courses in Rural Science and five in Economic Studies, all involving applied aspects of animal production. Research and postgraduate programmes and facilities presently encompass the fields of meat science, wool science, applied reproduction, growth and development, and animal climatology.

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Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

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Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### UNIVERSITY OF NAIROBI-KENYA

Applications are invited for the following posts in the DEPARTMENT OF LAW DEVELOPMENT.

1. PROFESSOR/ASSOCIATE PROFESSOR. Applicants must be professionally qualified in either Law or Development and have research experience in a University or equivalent institution in any of the following fields: Urban or Rural Land Appraisal, Urban or Rural Land Economics, Housing Management, Taxation of Land, Building Economics and Construction Management. Considerable teaching experience commensurate with this grade will be an advantage. The appointee will be expected to give leadership in furthering the development of the Department of Law Development and to carry out research work in various professional fields relevant to developing countries.
2. TWO SENIOR LECTURERS. Applicants should be professionally qualified in either Law or Development and have research experience in a University or equivalent institution in any of the following fields: Urban or Rural Land Appraisal, Urban or Rural Land Economics, Housing Management, Taxation of Land, Building Economics and Construction Management. Considerable teaching experience commensurate with this grade will be an advantage. The appointee will be expected to give leadership in furthering the development of the Department of Law Development and to carry out research work in various professional fields relevant to developing countries.

Salary scales: Professor KSh.220-KSh.100 p.a.; Associate Professor KSh.180-KSh.120 p.a.; Senior Lecturer KSh.140-KSh.80 p.a. (KSh.1.35 sterling). Salaries are currently under review. The British Overseas Development Administration (BODA) is currently reviewing salaries for married appointees or £2,800-£3,300 p.a. (sterling) for single appointees (normally free of tax and reviewed annually) and provide children's education allowances and holiday visit passages. FRSU: family passage; various allowances. Detailed applications (with curriculum vitae and names of three referees) should be sent to the Registrar (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Closing date 27 January, 1978. Applicants resident in UK should also send one copy to Inter-University Council, 60/61 Tottenham Court Road, London W1P 9DT. Further details may be obtained from either address.

### OFFICE OF PRINCIPAL

The Council of the College has established a Committee of Selection to consider the appointment of a Principal, to succeed Sir Gregory Daniel in October, 1979. The particulars of the appointment may be obtained from the Registrar, Old College, King Street, Aberystwyth, SY23 2AX. Those who wish their names to be considered should submit an application to the Registrar by 27th January, 1978. The Committee of Selection will not necessarily confine its consideration to those who apply in response to this advertisement.

### ULSTER:

#### THE NEW UNIVERSITY

#### EDUCATION CENTRE LECTURERS IN EDUCATION EDUCATIONAL TECHNOLOGY CURRICULUM STUDIES HISTORY

Applications are invited for two full-time lecturers within the Education Centre, which is available from 1st March, 1978. Educational Technology (EdTech) and Curriculum Studies (Curriculum Studies) are the two areas of interest. The appointee must have high standing in a field of education and will be expected to develop further the Faculty's association with the educational community. Informal enquiries should be directed to the Dean of the Faculty of Education, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees.

Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### UNIVERSITY OF WALES

#### LECTURER

#### CIVIL ENGINEERING

Request (quoting reference THES) for details and application form to: Personnel Section (Academic), UWIST, Cardiff CF1 3NU. Closing date: February 3, 1978.

### BELFAST

#### The Queen's University

#### CHAIR OF LOGIC AND METAPHYSICS

Applications are invited for the Chair of Logic and Metaphysics (tenable from 1st October, 1978, on the retirement of Professor J. F. Harris. The salary (under review) is £8,798 per annum with contributory pension rights under the FRSU/US. Assistance with removal expenses is available. Further particulars may be obtained from the Personnel Officer, The Queen's University of Belfast, BT7 1NN, Northern Ireland. (Please quote Ref. 78/THES) Closing date: 17th February, 1978.

## Universities continued

### PAPUA NEW GUINEA

#### UNIVERSITY OF TECHNOLOGY

#### PROFESSOR AND HEAD OF DEPARTMENT OF ACCOUNTANCY AND BUSINESS STUDIES

The Department of Accountancy and Business Studies forms the Faculty of Business Administration, and administers two-year courses for the accountancy degree and the Bachelor of Commerce degree. The Department consists of the following sections: Accounting, Economics, Social Psychology, Personnel Management, Industrial Relations, Public Administration, Marketing, Advertising, Quantitative Techniques, Development Economics and other relevant topics. The University is seeking an academic with appropriate research and commercial experience who will have demonstrated the potential ability to give strong leadership to the Department, and the ability to contribute to the development of the Department, and the experience and postgraduate courses relevant to the needs of the structure of the University. The University is currently under review and it is desirable that at some time in the future the Department of Accountancy and Business Studies may be divided into two departments: this should occur in the near future. The Department of Accountancy and Business Studies is an integral part of the University and its development and progress are of paramount importance to the University. The appointee must have high standing in a field of accountancy and business studies and will be expected to develop further the Faculty's association with the business community. Informal enquiries should be directed to the Dean of the Faculty of Business Administration, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### UNIVERSITY COLLEGE GALWAY

#### PROFESSORSHIP OF ANCIENT CLASSICS

#### PROFESSORSHIP OF APPLIED GEOPHYSICS

#### PROFESSORSHIP OF MODERN ENGLISH

#### LECTURESHIP IN LAW

Applications are invited for the above full-time statutory posts.

Salary Scales: Professorship, £8,552 by (8) to £10,076. Lectureship, £5,844 by (8) to £6,461.

Marriage and family allowances are also payable. Closing date for receipt of applications for Professorships of Ancient Classics and Modern English and Lectureship of Applied Geophysics is February 1, 1978. Further information may be obtained from the Registrar.

Opening anticipated for a senior level appointment. Areas of concern:

- 1) experience teaching at Graduate level and good publication record required;
- 2) dramatic literature; and
- 3) stress on Continental drama end/or non-Western drama preferred.

Ph.D. required. Résumé and/or placement list requested to be sent by deadline of March 1, 1978. An Equal Opportunity/Affirmative Action Employer. Correspondence and résumés should be sent to: Department Chairmen, Department of Dramatic Art, University of California, Santa Barbara, Ca. 93106, U.S.A. Deadline to apply is March 1, 1978.

### BELFAST

#### The Queen's University

#### CHAIR OF LOGIC AND METAPHYSICS

Applications are invited for the Chair of Logic and Metaphysics (tenable from 1st October, 1978, on the retirement of Professor J. F. Harris. The salary (under review) is £8,798 per annum with contributory pension rights under the FRSU/US. Assistance with removal expenses is available. Further particulars may be obtained from the Personnel Officer, The Queen's University of Belfast, BT7 1NN, Northern Ireland. (Please quote Ref. 78/THES) Closing date: 17th February, 1978.

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### UNIVERSITY OF DUBLIN

#### CHAIR OF LATIN (1870)

Applications are invited for appointment to the above post which will fall vacant on 1 October 1978, following the retirement of the present holder Professor D. E. V. Wornell. Further particulars, both of the present activities of the Department of Latin and of the School of Classics, together with conditions of employment to the Chair and to the Headship of the Department, may be obtained from Mr. G. H. H. Gillispie, Secretary to the College, Trinity College, Dublin 2.

To whom formal application should be made, preferably not later than 23 January, 1978.

### UNIVERSITY OF DUBLIN

#### Trinity College

#### CHAIR OF CHEMISTRY and HEADSHIP OF DEPARTMENT

Applications are invited for appointment to these posts which will fall vacant on 1 October 1978, following the retirement of the present holder Professor D. E. V. Wornell. Further particulars, both of the present activities of the Department of Chemistry and of the School of Chemistry, together with conditions of employment to the Chair and to the Headship of the Department, may be obtained from Mr. G. H. H. Gillispie, Secretary to the College, Trinity College, Dublin 2.

To whom formal application should be made, preferably not later than 23 January, 1978.

### KENYATTA UNIVERSITY

#### COLLEGE, KENYA

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in Business Administration. Applicants should hold a first degree in Business Administration or equivalent, and have at least five years' experience in the field of Business Administration. The appointee must have high standing in a field of business administration and will be expected to develop further the Faculty's association with the business community. Informal enquiries should be directed to the Dean of the Faculty of Business Administration, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### LANCASTER

#### THE UNIVERSITY

#### DEPARTMENT OF PHYSICS

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in Physics. Applicants should hold a first degree in Physics or equivalent, and have at least five years' experience in the field of Physics. The appointee must have high standing in a field of physics and will be expected to develop further the Faculty's association with the scientific community. Informal enquiries should be directed to the Dean of the Faculty of Physics, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### MANCHESTER

#### UNIVERSITY OF MANCHESTER

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in Mathematics. Applicants should hold a first degree in Mathematics or equivalent, and have at least five years' experience in the field of Mathematics. The appointee must have high standing in a field of mathematics and will be expected to develop further the Faculty's association with the scientific community. Informal enquiries should be directed to the Dean of the Faculty of Mathematics, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### OXFORD

#### THE UNIVERSITY

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in History. Applicants should hold a first degree in History or equivalent, and have at least five years' experience in the field of History. The appointee must have high standing in a field of history and will be expected to develop further the Faculty's association with the scientific community. Informal enquiries should be directed to the Dean of the Faculty of History, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### THE OPEN UNIVERSITY

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in Science. Applicants should hold a first degree in Science or equivalent, and have at least five years' experience in the field of Science. The appointee must have high standing in a field of science and will be expected to develop further the Faculty's association with the scientific community. Informal enquiries should be directed to the Dean of the Faculty of Science, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.

Applications should include details of qualifications, experience, research interests and publications on the names and addresses of three referees. Applicants in the United Kingdom, Europe and America should forward their applications to the Secretary General, Association of Commonwealth Universities (Appointments), 28 Gordon Square, London WC1H 0PF, and send a copy to the Staff Officer.

Other applicants should forward their applications to the Staff Officer, University of New England, Amidala, New South Wales, Australia, without delay. Closing date for applications 24 February, 1978.

### THE OPEN UNIVERSITY

#### Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER in Social Sciences. Applicants should hold a first degree in Social Sciences or equivalent, and have at least five years' experience in the field of Social Sciences. The appointee must have high standing in a field of social sciences and will be expected to develop further the Faculty's association with the scientific community. Informal enquiries should be directed to the Dean of the Faculty of Social Sciences, in the University. Conditions of service include assistance with travel and removal expenses and assistance to buy or build a home. Superannuation will be on the FRSU pattern but members of the new Superannuation Scheme may continue to contribute if they wish. Salary leave is available and credit may be given for salaried employment.

Salary: £3,333-£6,655 per annum (with FRSU/US).

Further particulars relating to this chair from the Association of Commonwealth Universities (Appointments) or Staff Officer, University of New England, are appropriate.







## Overseas

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Two members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers and organise in-service courses.

Degree (preferably in English or Modern Languages), one-year University diploma in TEFL, relevant experience, preferably including teacher training, fluent French. Man only.

Salary: £4,589-£5,618 pa + 10% increment.

Benefits: Personal and children's allowances; free accommodation. Two-year contract. 76 HE 58

ELT ADVISER  
(CAMEROON)

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To advise on English language teaching at Primary, Secondary and Teacher Training levels.

Degree, teaching qualification and MA in Applied Linguistics (or one-year university diploma in TEFL/TESL); of least four years' relevant experience, preferably overseas and in teacher training; good French.

Salary: £4,589-£5,618 pa + 10% increment.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year contract. 77 HE 9

HEAD OF SCIENCE  
(GHANA)

St John Bosco's Training College, Nkwanta

To lecture in General Science to 'A' level and supervise three tutorials in the Science Department.

Science degree and at least three years' Secondary or Further Education teaching experience at 'A' level essential. Teaching qualification and/or teacher training experience desirable. Salary: £4,589-£5,618 pa.

Benefits: Free accommodation; overseas and children's allowances and other benefits. Four-year contract. Shorter period may be possible. 76 RT 1

TEACHING ADVISER  
(BRAZIL)

Sociedade Brasileira de Cultura Inglesa, Rio de Janeiro

Teaching training, administration of language laboratories, materials production, assisting with organisation of Cambridge EFL examinations.

Degree and/or Teaching Certificate. TEFL qualifications desirable. Some experience of teaching and organising language laboratories. Salary: Cr\$15,000.00 per month (£539 approximately).

Benefits: Annual bonus £750; oullil grant; medical scheme; two-year contract, renewable. 78 PO 1

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

THE BRITISH  
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## THE BRITISH COUNCIL

Educational Technology  
Overseas

As part of its responsibility for Britain's educational and cultural relations the British Council has staff overseas and runs training courses both in London and overseas to help satisfy the needs of developing countries for manpower trained in the application of educational technology. The Council wishes to enlarge its cadre of staff responsible for this work, which falls into three main areas:—

REPROGRAPHICS, GRAPHIC DESIGN AND LAYOUT  
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We should like to hear from you if you have skills and experience in one or more of these areas of work, preferably gained in an educational setting. Creative talent is required and, since the work will be in an instructional and tutorial capacity, an aptitude is necessary for understanding the learning problems of students, especially mixed-language groups.

Up to four appointments will be made, on career or contract terms, which will at first be in London but with the likelihood of overseas visits for help with special courses. After one or two years, a posting (which may be on probation) to one of the Council's overseas offices is likely and, for a career appointment, the subsequent pattern of postings will include assignments both in London and overseas.

The starting salary is about £4,900 or up to £5,700 for a particularly well-qualified candidate, and terms and conditions of service are in line with those of comparable organizations in the public sector: free accommodation and overseas allowances, including children's educational allowances, are provided while overseas. It is possible, in addition, that some more junior posts will be vacant with a starting salary, for a candidate aged at least 25, of about £3,500.

For further details and an application form, to be returned by February 6, write to: Telecommunications (C13) to Staff Recruitment Department, The British Council, 65 Davies Street, London W1. Telephone (01-499 8111, extension 3041).

Saudi Arabia  
Dhahran

## University of Petroleum and Minerals

The Research Institute of the University of Petroleum and Minerals is seeking engineers, mechanics and technicians with postgraduate experience in applied research at government or industrial laboratories in geophysics, solar energy, building materials and road paving materials.

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Apply with complete résumé on academic and professional background, list of references, and with copies of degrees, including personal data such as family status (wife's maiden name, names of children, age and sex), home and office addresses, telephone numbers, to:

University of Petroleum and Minerals,  
Mrs E. Whitechurch,  
Gebbliss-Thring Services Ltd.,  
Broughton House,  
6, 7 and 8 Backville Street,  
Pleckdilly,  
London, W1X 2BR.

It is expected that interviews will be held at the end of January.

TASMANIAN COLLEGE OF ADVANCED  
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The Tasmanian School of Art is a long-established, well-equipped school with 21 lecturers and some 260 students. It runs two, three and four-year Diploma and Degree courses in Fine Art, Craft, Design and Art Teacher Education.

Applicants should have a wide experience in Tertiary Art Education, staff coordination and administration. They should have a demonstrable interest in a range of Art/Craft/Design activity and in sub-tertiary Art Education. They should have an interest in developing links with related Arts (Music, Theatre, etc.) and in community ventures. Their continuing professional creative activity in some aspect of the arts would be expected.

Further details are available on request.  
Employment:  
Head of Division (3) SA28,671.  
Closing date: Friday, February 10, 1978.  
Applicants, stating all relevant information, should be made to:—

The Personnel Officer,  
T.C.A.E.  
Box 1214, P.O.,  
Launceston, Tas 7250.

SWINBURNE COLLEGE  
OF TECHNOLOGY  
(Melbourne, Australia)LECTURER IN  
BIOPHYSICS

(Contract Appointment)

Applications are invited from graduates with a relevant higher degree in physiology, clinical biophysics or biomedical engineering and with clinical and/or research experience in cardiovascular physiology.

Teaching experience will also be considered in making the appointment.

The appointment will be for a fixed term for three years, duration including removal and replacement. The successful applicant will be involved in the development of the curriculum, teaching and research in cardiovascular physiology. The successful applicant will also be encouraged to participate in an area of research in applied research.

Salary: Lecturer II: \$A14,531-14,748; Lecturer I: \$A12,148-12,361 p.a. Applications close 18 February, 1978.

Further information about the position, conditions of employment and application procedure may be obtained from the Head of the Department of Biophysics, Swinburne College of Technology, 390 Gordon Street, Melbourne, VIC 3045.

## W. GERMANY

FACHHochschule  
DUISBURG  
DEPARTMENT OF BUSINESS  
ECONOMICS  
PROFESSOR OF FINANCE

Applications are invited for the above mentioned position in the Department of Business Economics. The successful candidate will be responsible for the teaching of business finance at postgraduate level and for the supervision of research in this field. The successful candidate should have a PhD in Finance or an equivalent qualification and should have relevant teaching and research experience. The successful candidate should also have a good knowledge of English and German. Applications should be sent to the Head of the Department of Business Economics, Fachhochschule Duisburg, 4100 Duisburg, Germany.

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This post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowance other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and application form please apply, quoting reference number, stating post code, and giving details of age, qualifications and experience to:—



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Band House,  
Stag Place, London SW1E 5DH.

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